TRADITIONAL INDIAN CASTES AND PERSONALITY CHARACTERISTICS

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DECLARATION

I hereby solemnly declare that the present work (M.Ed. dessertation) is my own and that it has not been submitted previously.

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CHAPTER - 1

ORIGIN OF THE STUDY

The caste system is a very unique feature of the Indian society since very long. The Indian caste system is made of four main castes, that is Brahmin, Khastriyas, Vaisyas and sudras. The Hindu society was divided into these four castes by Indian Rishis and Munees in order to have a better disciplined social setup. Different duties were assigned to these caste groups. Brahmins were supposed to deal with the religious, education, moral and other intellectually enriched affairs. Kshatriyas were to defend the nation and society from any external aggression. Vaishyas were responsible to deal with the business affairs and to supply the essential commodities needed by the society. Shudras were given the manual and the labour work which did not require the use of mental and intellectual abilities. Those who were not able to perform the duties of the first three castes were assigned this type of work.

The caste was not inherited at that time. The interests, abilities, personality and capacities were taken into consideration to decide the caste Balmiki is the best example for this. He was born in a shudra family but because of his intellectual capacities he reached the highest caste, that is Brahmin.

As the time passed away, the caste system lost its initial spirit. The castes were no longer decided by the abilities, interest and personality of the person but were inherited.

Mutual inter caste migration and mutual marital affairs among the members of these castes have not taken place for centuries now. This undesirable practice is still prevailing in the modern times. All the four castes have become entirely different from each other as far as the genetic, social, economic and cultural features are concerned, only the religious thinking and practice is common amongst them./

Sudras are busy in doing the jobs that require the least use of the intellectual and skill. They were not allowed to enter the religious places. Their slightest touch to anyone of the higher castes was strictly prohibited. Even the wells were different for the shudras. They were not allowed to read the holy books. Schooling was beyond imagination for them. Shudras have suffered the most because of this caste system. Shudras have fallen far below as compared to the other three castes as far as their cultural, intellectual and economic standards are concerned.

After independence, a new era of awakening has begun. Every citizen of India, irrespective of his caste and creed; was welcomed to the educational institutions.

Today the doors of the educational institutions are open for everyone who soever is interested in getting education.

Before independence mostly the students were from the higher castes formed a homogeneous group. Their cultural, economic and social states was almost the same. Normally the task of a teacher was easier at that time. But today, the students form a heterogenous group. They come from different socio-economic and cultural backgrounds. Students belonging to the downtrodden classes are getting the moral as well as the economic support from the government in order to carry out their studies. Today the seats are reserved for them in the government and semi-government services and the technical and non-technical institutions. The down-troddens are also provided with relaxation in age.

A student coming from disadvantageous and downtrodden caste can easily be differentiated from his other colleagues coming from the upper caste. Their continuous crushing from upper caste, have left permanent impression over them which makes it easy to differentiate. They usually show slow progress in intellectual affairs and general behaviour in and outside the school. Their personality does not seems to be properly developed. They tend to be simple, spontaneous and obedient.

In India, although, there are very few psychological studies conducted with this regard, that is caste system.

Besides most of the studies have been conducted on grown up persons. The adolescent and other early stages, which form the basis for future development, have been completely neglected. Only one study that of Sharma, A.K. and Sharma S.C. has been conducted on M.Ed. dissertation level on the personality traits of the adolescents boys of the upper backward and scheduled castes. Further in most of the studies, the tools used were not highly valid and reliable and the personality pattern revealed were also very few.

Keeping in view all the above drawbacks, committed by previous investigators, the investigator has planned to undertake the present study. The study in hand will reveal the personality patterns which go along with the male students of adolescent age group of Brahimns, Kshatriyas, Vaishayas and scheduled caste. The result of this study shall be based on highly valid, realiable and standardized tools and on fairly a large sample.

OBJECTIVES OF THE STUDY

1. To find out the personality traits common in Brahmins, Kshatriyas, Vaishayas and scheduled castes.
2. To ascertain the personality traits distinctive to Brahmins, Kshatriyas, Vaishayas and scheduled castes.

SCOPE AND DELIMITATION

The investigator has decided to observe the following limitations :-

1. The study be conducted only on the students inhabiting in urban areas in Meerut.
2. Only adolescents will comprise the sample of the study.
3. Among adolescents only those who belong to male sex will be studied with respect to their personality traits.
4. The samples will be studied in respect of only sixteen personality traits.
5. Among the castes, only Brahmin, Jat, Vaishya and scheduled castes will be studied in respect of their personality traits.
6. The study will be conducted in the following institutions :-

   D.N. Inter College, Meerut.
   N.A.S. College, Meerut.
   C.A.B. Inter College, Meerut.

STATEMENT OF THE PROBLEM

Personality charactersitics of Brahmin, Kshatriyas, Vaishya and scheduled caste adolescent boys of the urban area of Meerut City.

BASIC ASSUMPTIONS

1. India has wide variations among its citizens as regards their cultural, economical and social features are concerned.

2. On the basis of social advantages enjoyed, Hindu society can be divided into four castes that is Brahmin, Kshastriya, Vaisya and scheduled castes.
3. Upper castes are enjoying all social, cultural and social benefits for centuries.
4. Scheduled castes are enjoying least all the above said benefits for centuries.
5. Backward castes are at the middle with regard to their benefits.
6. No marriage and socially approved migration of these three castes have taken place. So the heredity and environment have affected differently to the members of these castes.
7. Different personality patterns are the natural off-shoot of this differential treatment.
8. Behaviour of a student in school and outside school is significantly dependent upon his personality pattern.

HYPOTHESIS

Here follows the tentative hypothesis. Validity of these hypothesis shall be judged in the light of the obtained results:-

1. There is no significant difference in the personality traits of Brahmins and Vaishya students.
2. There is no significant difference in the personality traits of Brahmin and Kshatriya students.

3. There is no significant difference in the personality traits of Brahmin and scheduled caste students.
4. There is no significant difference in the personality traits of Kshatriya and Vaishya students.
5. There is no significant difference in the personality traits of Kshatriya and scheduled caste students.
6. There is no significant difference in the personality traits of vaishya and scheduled caste students.

DEFINITION OF THE TECHNICAL TERMS

1. Scheduled Castes :

Refers to an individual who is entitled the benefits from various special state arrangements vide census scheduled prepared in 1931 by a special committee appointed by the term scheduled caste was officially recognised by the government of India Act 1935.

2. Backward Caste :

Refers to an individual who belongs to any one of the thirty seven backward caste included in the scheduled circulated under the Government Order No. 1314/XXIV-781-1958 dated 17th Sep. 1958.

3. General Caste :

Any individual who is not included in Government of India Act 1935 and later on modified by the Government of independent India in 1949 for purposes of certain social benefits aimed at improving the social status of those who have been included in schedules is a general caste.

Personality Factor A - Sizothymia - Affectothymia

Sizothymia (Reserved) refers to the tendency to be stiff, cool, skeptical and aloof. Affectothymia (outgoing) refers to the tendency to be good natured, easy going, readiness to co-operate, tendency to be soft-hearted and adoptability.

Personality Factor B - Lower-Higher Scholastic Mental Capacity

Lower Scholastic mental capacity (less intelligent) refers to the tendency to be slow to learn and grasp, dull, given to concrete and literal interpretation. Higher scholastic mental capacity (more intelligent) refers to the tendency to be quick to grasp ideas.

Personality Factor C- Lower Higher Egostrength

Lower egostrength (affected by feelings) refers to the tendency to be low in frustration tolerance for unsatisfactory conditions changeable and plastic and to be easily upset. Higher ego strength (emotionally stable) refers to the tendency to be emotionally mature, realistic about life, unruffled and better able to maintain solid group morale.

Personality Factor E- Submissiveness-Dominance

Submissiveness (humbleness) refers to the tendency to give way to others, to be docile and to conform. Dominance (Assertive) refers to the tendency to be self-assured, assertive and independent minded.

Personality Factor F- Desurgency - Surgency

Desurgency (Sober) refers to the tendency to be restrained, reticent and introspective, surgency (Happ-go-lucky) refers to the tendency to be cheerful, active, talkative frank, expressive, effervescent and carefree.

Personality Factor G- Weaker Stronger Super Ego Strength

Weaker superego strength (expedient) refers to the tendency to average rules to few obligations. Stronger super ego strength (conscientions) refers to the tendency to be exacting in character, dominated by sense of duty, perserving responsible, planful moralistic, prefers hard working people and fill the unforgiving minutes.

Personality Factor H- Threctia - Parmia

Threctia (shy) refers to the tendency to restriaa dejected and timid. Parmia (venture some) refers to the tendency to be sociable, bold ready to try new things, spontaneous and abundant in emotional response of being independent over protected and sensitive.

Personality Factor I - Harria - Premsia

Harria (tough minded) refers to the tendency to be practical realistic, masculine, independent, responsible, but skeptical of subjective, cultural elaborations. Premsia (Tender minded) refers to the tendency to be tender minded, day dreaming, artistic, fastidious, faminine.

Personality Factor L- Alaxia - Protension

Alaxia (Trusting) refers to the tendency to be free of jealous tendencies, adoptable, cheerful, uncompetitive, concerned about other people and to be a good team worker, protension (suspicious) refers to the tendency to mistrust and doubt.

Personality Factor M- Praxernia - Autia

Praxernia (Practical) refers to the tendency to be anxious, to do the right things, attendable to practical matters, subjective to matter what is actually possible. Autia (imaginative) refers to be tendency to be unconventional, unconcerned over everyday matters, Bohemian self motivated, imaginatively creative, concerned with "essentials." and obvious of particular people and physical realities.

Personality Factor N- Artlessness - Shrewdness

Artlessness (Forthright) refers to the tendency toRs be unsophisticated, sentimental and simple. Shrewdness (Shrewd) refers to the tendency to be polished, experience wordly and showed.

Persolality Factor O - untroubled adequacy guilt proneness

Untroubled Adequacy (placidity) refers to the tendency to be depressed, moody, worrying and brooding.

Personality Factor Q_1 - Conservatism - Radicalism

Conservatism (conservative) refers to the tendency

to respect established ideas and to be tolerant of traditional difficulties. Radicalism (experimenting) refers to the tendency to be critical, liberal, analytical and free thinking.

Personality Factor Q_2 - Group Adherance - Selt Sufficiency

Group Adherency (group dependent) refers to the tendency to prefer to work and make decisions with other people, likes and depends on social approval and admiration. Self sufficiency (self-sufficient) refers to the tendency to be temperamentally independent, to be resourceful.

Personality Factor Q_3- Low integration-High self concept control.

Low integration (undisciplined self-conflict) refers to the tendency to be careless of protocol and to follow once own urges. High selt concept control (controlled) refers to the tendency to have strong control over emotions and general behaviour, to be inclined to be socially aware and careful and to make self-respect.

Personality Factor Q_4- Low High Ergic Tension

Lower Ergic tension (released) refers to the tendency to bessedate relaxed, composed and satisfied. High ergic tension (tense) refers to the tendency to be frustrated driving and overwrought.

NEED AND IMPORTANCE OF THE STUDY

PSYCHOLOGICAL IMPORTANCE

Psychology is the Science of behaviour. It explaines how and why a person behave in a certain way under certain conditions. Hence it tries to explore the factors responsible for particular human behaviour and tries to predict his behaviour in future. In other words it is scientific approach of establishing cause and effect relationship to human behaviour.

Present study seeks to explore how far the caste of a person to which he belongs affects his personality. One's personality pattern play an important role in shaping his behaviour. Adolescents belonging to different socio-cultural background are found to differ in their behavioural patterns. Besides adolescents belonging to nearly the same socio-cultural status tend to behave in nearly the same way. Although various studies have been undertaken which seek to explore effect of socio-cultural status on personality, but very few have been undertaken with regard to caste system. A very sharp and clear-cut socio-cultural difference among the castes, prevailing in India, is apparent. But unfortunately very few studies have been undertaken on the personalities of the members of these castes.

The present study will enrich the great discipline of psychology be revealing the personality patterns which go along with the adolescent of male members of Brahimins Kshatriyas, Vaishayas and scheduled caste. Results obtained in this

study will also reveal that to how much extent the disadvantageous environment can affect the personality make up and consequently to behaviour.

SOCIAL IMPORTANCE

After the independence a new more of upliftment of the downtrodden appeared in India. The credit of this goes to the untired efforts of Mahatma Gandhi. He had a ocean of sympathy in his heart for down-troddens. With the result the Government of Inda has planned various programmes for their upliftment and welfare. Different types of economic facilities are being provided for them. Seats are reserved for them in services. Minimum educational standard for the admission in colleges and universities and services have been kept low for them.

But the upper castes are not able to digest all this and they seem to be annoyed with this type of the policies of the government. A so-called anti reservationist movement of the crecent origin is the burring proof of this mentality of the majority class of India.

This clearly shows that the majority which constitute the upper caste mainly is not ready to share his responsibility of pushing back their minority fellows, in social, cultural and intellectual matters. The upper caste have kept them for centuries under the disadvantageous environment and have never allowed any marrige transactions with the result, by generation and generation they kept on declining in their social,

cultural genetic and intellectual standards. Because of this they suffered both by heredity and environment. So it is our responsibility, now, to lift them as equal to us we have to lower down the standards for them in the admission, in services and various educational institutions. We cannot hope them to qualify the standards set for the members of the upper caste.

The study in hand will give a better insight to society and will help them to see that these poor members are the victims of the circumstances created by us and are originally lacking in their personality make up. They need help. We have to help them with sympathy.

EDUCATIONAL IMPORTANCE

School is a place where environment is created for students, to learn desirable behaviours. It is generally said that start with a child from where he is in other words any one who is trying to create effective learning environment for his students should know the present status of them and should direct his (students) abilities, needs motives. The teachers should know the nature of his students.

Student coming from disadvantageous classes have been found to be slow in various school room activities. They seem to be intellectually feeble, less motivated, simple and natural. They are usually in minority and find themselves maladjusted among their upper caste colleagues. Their academic attainment, usually remain dissatisfactory.

Equipped with all these negative tendencies, they the students of the disadvantageous caste, are not able to gain the sympathy of their teachers and collegeagues teachers mostly belonging to upper caste have a negative attitude towards them and when, inspite of their best efforts, these poor students do not find themselves able to perform well, they fell victim of the intense sage of their teachers.

The study in hand will give a better insight to the teachers. They shall be able to visualize that these students belong to those famlieis which have been kept under a strictly controlled and disadvantageous environment, for a very long period. It is their disadvantageous environment which has pushed them for below, as regards their personality, intellectual capacity and economic standards are concerned. The behaviour of a student in school, is largely dependent upon the personality traits, socio-economic facilities, educational abilities and other psycho-physical abilities developed in them.

The study will help teachers to touch the exact points of the deficiencies of their students. School administration can design the effective remedial programme for these students very specifically and pinpointedly. Besides it will help teachers to visualize that these students are not knowingly backward. The course of their academic backwardness in deep rooted. It is hoped that in future the teachers will be

more sympathetic to these students and they would try to help them to make up their personalities equivalent to their caste fellows.]

CHAPTER - II

REVIEW OF THE RELATED LITERATURE

There are many studies that have been conducted on caste system in the field of psychology. Most of the studies have been carried out in the field of sociology. The related literature shall be discussed under the following sections:

I. Personalities of socially advantageous and disadvantegous groups.

II. Sociological studies.

I. Personalities of Socially Advantageous and Disadvantageous Groups

The socially disadvantaged children tend to develop a very distorted and poor self-concept. Poussiant Alvin (1968) in a systematic survey of the self-concept image of Negroes on a very large sample observed that Negroes in general had negative self image.

In a study conducted five decades back or so, Maller observed the Zuni Indians (Socially disadvantaged) to be highly co-operative than the Whites in America (Socially advantaged). Quite interestingly the Whites (Socially advantaged) in his study were found to be predominantly competitive. In a later study Modsen (1957) using the socially advantaged and socially disadvantaged groups of children also

observed that by and large the socially disadvantaged manifest more co-operation in the life span than the socially advantaged. The evidence in this regard cannot be deemed to be conclusive because, firstly, the number of studies is so small that enough reliance cannot be placed on the finding that socially disadvantaged are more co-operative and, secondly the indices of co-operation and competition were highly specific to the cultural characteristics of the groups under study. Moreover, the socially advantaged groups chosen by these investigators had a traditional social structure in which a co-operative behaviour was highly prized.

A socially disadvantaged group lives in a constant feerfull emotional state. The fear emanates from their feelings that the socially advantaged group adopt more atrocities on them. As a result of which their very survival is always at a stake. Julka (1963) while comparing a socially advantaged group (Non-Bhils) and a socially disadvantaged group (Bhils), however, failed to observe any significant difference between the socially advantaged and disadvantaged groups of students.

The general belief is that there is a more strong desire to make academic achievement among the socially advantaged group of students than among the socially disadvantaged group of students. This belief has received substantial support from the result that has been published by the different Boards of Examination for Higher Secondary and Universities. In fact, the investigator being a teacher-educator for the

last eighteen years or so has also observed that by and large the Scheduled Caste teacher-trainees academically achieve less and relatively show less success on teaching efficiency, than the non-Scheduled Caste students. Quite recently Amita Ghobri (1975) which investigating the desire to achieve academically, among several groups of students ranging from highly socially advantaged position to highly socially disadvantaged position. did not observe any significant difference in this regard. Hall (1975) working on a similar project in the same period but under different Cultural background also did not notice any significant difference in regard to the desire for achieving academic success between a socially advantaged and disadvantaged group of children. However, Camerol (1975), Katz (1967), Mishra (1968) and Chitra (1969) in separate studies conducted by them under different socio-cultural background did find evidence which imply that children coming from socially advantaged group have a more strong desire to achieve academic success than children coming from afferent society. Notwithstanding these observations the results obtained so far do not lend support to a definite picture in this regard.

Quite long it has been assumed that socially disadvantaged students should feel more insecurity and anxiety than the socially advantaged. However, the two studies that have been conducted in this regard do not lend any support to this belief or assumption. Julka (1963) compared the manifest and latent anxiety of a socially disadvantaged group (Bhils) and

socially advantaged group (Non-Bhils) on an anxiety scale adopted by him and found that the comparison groups did not significantly differ in regard to their anxiety level. His finding received ready support from study conducted by Amita Ghobri (1975) in this regard.

Social advantage contributes to effective adjustment in the school, after school, self, social, home, sex, health and religious and miscellaneous areas of life. Jain observed that the Scheduled Caste students have a more poor adjustment in school, home and society area of life than the non-scheduled Caste students in the same areas of life. He, however, did not observe any significant difference between the scheduled and non-scheduled caste students in the other areas of life, mentioned above, Amita Ghobri (1975), however, did not notice any significant difference in the total adjustment of a Scheduled Tribe students and a non-Scheduled Tribe students.

The socially advantaged groups are apt to develop aggressive tendencies whereas the socially disadvantaged groups develop a more submissive attitude. This difference between these contrasting groups is probably because of a sense of superiority in the former and a feeling of inferiority in the latter. Julka (1963) observed the non-Bhils (a socially advantaged group) to be relatively more aggressive than the Bhil children (a socially disadvantaged group). In fact, in a later study Poussiant Alvin et al. (1968) also found the Whites (Socially advantaged) more aggressive than the Negroes

(Socially disadvantaged).

The general feeling that has long acquired the stage is that children belonging to socially disadvantaged group have a low intellectual capacity than children who belong to a socially advantaged group. The status of research in this regard is replete with conflicting evidences, Separman, Thomson and Thruston observed that the general mental ability of children living in socially impoverished conditions are relatively less intelligent than children who live in an intellectually stimulating and socially facilitating conditions. Shanthamani (1970) also found that children belonging to Scheduled Caste (socially disadvantaged group) are less intelligent than children who belong to non-scheduled caste group. She, therefore, concluded that caste is definitely a factor which influences the intelligence of student. Her observations, however, contradicted by Barail (1966) who did not observe any significant difference in the intellectual capacity of a socially advantaged and a socially disadvantaged group of students. The evidence so far accured in regard to the effect of social advantage and disadvantage is neither conclusive nor definite.

Living in a socially disadvantaged condition develops a decreased achievement motive, has been a general belief. Empirical data in this regard, however, neither lend support to this belief nor reject it. The evidences are conflicting. Several studies conducted on Negroes in America, Scheduled Castes and Scheduled Tribes in India (Bradhurn, 1963:

Cameron, 1965; Mingione, 1965; Poussaint Alvin, 1968; Poussaint Alvin, 1968; Mossback, 1969 and Hines, (1973) have obtained findings which suggest:

(i) That the socially disadvantaged persons significantly differ in respect of their intensity of the achievement motive from the socially advantaged persons (i.e. non-scheduled castes in India and Whites in America), and

(ii) That there is a more developed achievement motivation among the socially advantaged (Non-scheduled castes in India and Whites in America) than among the socially disadvantaged. (Scheduled Castes in India and Negroes in America).

The methodology adopted by the above research workers embraced the following steps:-

(i) Administration of Edward Personal Preference Schedule on the socially advantaged and socially disadvantaged groups.

(ii) Finding out the Mean Scores on the achievement need for the contrasting groups.

(iii) Applying the test of significance of difference on the Mean Scores for the two contrasting groups.

Adopting a similar methodology and using similar referent groups several other research workers (Barial, 1966;

Prayag Mehta, 1967; Minigione, 1968 and Eleaner R. Hall,1975) however, have failed to notice any significant difference.

In a critical study conducted by Lazarus, Russel and Batha (1964) it was found that the socially disadvantaged were found to have a low achievement motivation. This study was conducted on South African adolescents belonging to White and coloured Races and the achievement motive scores were subjected to 't' test of significance of difference.

Quite in contrast to studies reporting a low achievement motivation among socially disadvantaged, a few of the carefully conducted studies as for example — Gokul Nathan, 1972 on socially advantaged and disadvantaged children, it was found out that the socially disadvantaged have a more developed achievement motive than the socially advantaged group of students. The findings of these studies have been criticized for an impurity that was introduced in the sample structure because of the migration of the disadvantaged group (Tribal people) from a rural area to an urban area and in the urban area too the students were receiving education in a progressive educational institution.

From the small number of studies mentioned above it can be safely concluded that the bulk of evidence supports more the persons who hold the belief that the socially disadvantaged have a low achievement motivation rather than those holding the opposite view.

Dr. Bhatnagar, P.P. and Gupta B.P. (1978) compared the personality characteristics of graduate and post-graduate scheduled caste and non-scheduled caste students and found the following results:

The scheduled caste graduate students as compared to the non-scheduled caste graduate students were more affiliative, more in need of feeling, inferior more nurturant and more enduring.

Scheduled caste students were found to be less aggressive, less dominant and less succourant as compared to the non-scheduled caste students, of graduate level.

In case of post-graduate scheduled caste and backward class students, however, it was found that the scheduled caste students of post-graduate classes are more achievement oriented, more enduring and more in need of feeling inferior, less aggressive, less dominating and less in need of autonomy as compared to the scheduled caste students of the same level.

The scheduled caste graduate perceived themselves to be better achievers and more confident in comparison to the non-scheduled caste graduates. Also he found that they perceived themselves to be persons who feel comparatively more inadequate and inferior who suffer more from feeling of emotional instability.

The picture of self concept of graduate and post-graduate students was same.

So far achievement and general intelligence were concerned the scheduled caste students both graduate and post-graduate were found to be inferior in comparison to their non-scheduled caste counterpart.

M.L. Jha (1973) conducted a socio-psychological study of attitude towards untouchability, namely "Untouchability and Education." His main conclusions are given here. He found that education is positively related to attitudes towards abolishing untouchability. The higher the education level, the more favourable is the attitude and vice versa. This is also true in the case of the education of respondents' fathers, who perhaps play an important role in the attitude-formation of their children towards the practice of untouchability. Education is closely associated with one's occupation (except business) and income. Several comparisons confirmed that persons with higher education and income were more favourably inclined towards abolition than those with lower education and income. This was also supported by the comparative studies among teachers and government servants. Since there is no proportionate and direct relation between the education and income of businessmen, their attitudes are not positively related, as is revealed by the comparative studies of businessmen and persons in private and government services. Though the income level of the three groups was similar, their attitudes and education were observed to be significantly different So also, lawyers, doctors and teachers all belonging to the

educated class of the society — have been found more positive in their attitudes towards untouchability, indicating that education is the underlying factor responsible for their such attitudes. Besides, the age-wise restricted data, reclassified by education further established the positive relation. Thus, education is the single potent factor influencing the attitudes of people towards abolishing untouchability. It broadens one's outlook and tends to liberalize one's attitude, enabling one to distinguish better between right and wrong. It is generally held that an educated person is less conservative and more susceptible to progressive views. Hence, it may be expected that with the gradual expansion of education, people will themselves discern the pros and cons of untouchability and favour its abolition. Females persuade males to follow certain traditions and customs, since the former are said to be more conservative. The study of wives' education did reveal some direction, but since the effect of the husbands' education was not quantified, no specific influence may be drawn. The age-wise study, though limited in sample, has revealed the predominant influence of education.

Considered from another angle (i.e., assuming a score of 500 or over on the 9-point scale as favourable to abolition), the majority of the literate persons were found favourable in their attitudes; 63.62% people sampled from Mathura, 75.55% from Varanasi and 83.7% from Delhi.

Hence, education is the most dominant factor positively related to attitudes for abolishing untouchability.

Environment is the next most important factor leading to a positive attitude towards untouchability. In general, the larger the area of psychological contact with an urbanized place, cosmopolitan atmosphere and modern thought, the more positive is the attitude towards untouchability. Conversely, the more a person is confined to the four walls of his house, the less positive he is in his attitude towards untouchability.

Occupation is closely related to education, income, and the status of a person. Except for the business class, the higher the occupational level, the more favourable is the attitude towards untouchability.

Allowing for the predominant influences of educational and environmental factors, age is negatively related to the attitude towards untouchability, i.e., the higher the age, the less favourable is the attitude towards abolition of untouchability.

His study did not reveal any positive or negative relation of income to attitude towards untouchability.

In general, Brahmins have been observed to be less positive than non-Brahmins, i.e., Vaishyas, Khatries and Kayasthas. The Scheduled Castes are definitely more favourably inclined than the caste Hindus , and so also the small

sample of non-Hindus (Muslims and Christians) are compared to caste Hindus.

On the basis of the Mathura and Varanasi samples, it may be concluded that male teachers have more positive attitudes than male students towards untouchability. The female students and teachers have revelaed no difference in their attitudes towards untouchability. This may be attributed to the fact that female students mostly belong to well-to-do (lawyers, doctors, teachers and persons well-placed) parents-guardians compared to the female teachers whose fathers/guardians were not so well-placed. However, in the case of Delhi, students and teachers are homogeneous in their attitudes, most probably due to the modern impact of urbanization and a cosmopolitan atmosphere.

Teachers of the Mathura urban area are more favourable in their attitude than those of the rural areas. Likewise, the Scheduled Caste students of urban areas are more favourable in their attitude than the corresponding students of rural areas. The exceptional cases of the students and ladies have revealed homogeneous attitudes, the former probably due to the variation in age and sample size and the latter due to the inclusion of Teachers' trainees and wives to teachers among the rural sample. On the basis of previous residence, further studies have been carried which support the findings that persons who have previously lived in urban

areas are more favourable in their attitudes than those who have previously lived in rural areas. All these results indicate that probably the rural atmosphere is less conductive to a positive attitude towards the abolition of untouchability. The homogeneity of attitudes between the Delhi groups may be probably due to the direct impact of cosmopolitan atmosphere and other compulsive forces.

Persons comparatively more educated and with higher income reveal a more favourable attitude towards the abolition of untouchability than those who are less educated and with lower income. Also, these findings hold good when the occupational factor remains constant. It shows that probably the educational level is a more predominant factor than income, Business people with comparatively less education attitudes than teachers who are more educated but not equal in income level with businessmen. This too reveals that education is an important factor.

Scheduled Caste students are more favourable in attitude towards the abolition of untouchability than caste Hindus. Likewise, Scheduled Caste persons belonging to government service, private service, and business are more favourable than the corresponding groups of caste Hindus in their attitudes towards the abolition of untouchability.

The findings based on the samples of Mathura students

reveal that educational level is not related to the attitudes towards untouchability because the different categories of educational level have shown similar attitudes towards the issue, most probably due to the restricted age- range as well as the limited maturity level. There seems to be an 'ambivalent' attitude towards untouchability among the students. Further, it was found that the internal consistency among Intermediate students was quite low (only 60%) which implied that a student instead of endorsing a few contiguous statements, checked several statements of varying scale values, thereby suggesting fluctuating and unstable attitudes.

Sharka A.K. and Sharma S.C.compared the personality traits of adolescent boys of general, backward and scheduled. They found that :(i) The adolescent students belonging to general caste community are relatively affectothymic, intelligent, possess high ego-strength, comparatively premsiac, slightly imaginative, fairly shrewd and placid. (ii) The students belonging to backward caste community are neither highly sizothymic nor highly affectothymic, normally intelligent, possess neither high nor low ego strength, fairly premisac neither highly prexermiac nor highly active, neither artless nor shrewd, and fairly guilt prone. (iii) Lastly the adolescent students belonging to scheduled caste community are found to be neither highly sizothymic nor highly affectothymic, less intelligent, possess slightly high ego-strength, neither highly praxermiac nor highly autiac, fairly premisiac, praxermic, artless and placid.

II. Sociological Studies

Sociological studies of the scheduled castes are very much fewer in number than of other social groups. Many of the village studies contain detailed accounts of a number of scheduled castes under the aspect of change. Bernard Cohn (1955) gives an interesting vivid account of the changing status of the "Chamar" of Modhopur in Uttar Pradesh. Andre Beteille (1966) details the relationship between the Brahmin, the non-Brahmin, the Adi-Dravid and the untouchable castes (Paraiya and Palla) in a village in Tamil Nadu. He shows how caste system overlaps the class structure to a large extent, although certain aspects of life as land ownership, occupation etc. are not dependent upon caste as before. Mrs. Epstein (1962) reveals in her study of two village in Mysore that the provision of the reserved seats for untouchables on the village panchayat does not mean real power for them as they are still dependent on their peasant masters. Unless the democratic legislation is accompanied by redistribution ot land in favour of the untouchables, it is ineffective. The untouchables are competing among themselves and thus their unity is impaired. Unless there is a change in the production relationships, the social legislation in favour of the scheduled castes would remain a dead letter. Harper (1968) made a study of the untouchable Holeru caste in Mysore. The Holeru tried to gain prestige by assuming behavioural pattern associated with higher castes, such as taboo on and refusal

to perform such tasks which are ritually degrading. Owen Lynch (1968) made an interesting study of the Jatava leather workers in Agra and showed how they have been making strenuous efforts at social climbing since the beginning of the century. Most of them have now got economic security. Through the influence of the Arya Samaj they have gained in education, social status and self-esteem. Lynch has given an interesting account of their politicization. Aiyappan (1965) and Alexander (1968) report on changes among the Irva and Pulaya of Kerala. Both these groups have experienced rapid change and have gained in social status through education. Henry Orenstein (1965) and Sivertsen (1963) have shown from their own field work in Maharashtra and Tamil Nadu, respectively, that the concept of pollution has weakened. In both these areas anti-untouchability movement has made a great headway. In Tamil Nadu the anti-caste movement has taken a violent turn.

The problem oriented studies on the scheduled castes are rather scarce. Saberwal's study (1972) of the two scheduled caste groups, the Balmiki and Ramagarhiyas, is based on 58 interviews. The author aims to explore some of the underlying social processes involved in the transformation of class and status groups into an open unbounded system in which any person or group can take a position. The politicization of the people has led to a higher consciousness of

their rights. During recent times they have experienced a steady rise in their socials status.

Harold Isaacs interviewed 50 educated members of the scheduled caste community as part of a larger project on the interaction between political change and group identity. It reveals something of what it feels like to be a member of the scheduled caste group. It is the educated members of the community who experience the highest degree of frustration by the existing state of affairs. The foundations on which Isaacs basis his conclusions are slender. He does not discuss the obvious parallels between the case of the scheduled castes and the American Negroes. Political change in India has opened jp new possibilities for the poorest communities and although this may take time, take time, there is no doubt that the scheduled castes ought to make substantial gain in prestige and power.

Parvathamma (1968) gives some account of frustration prevalent among the scheduled castes in the post-independent India. She believes that the ban on untouchability remains more or less a legal fiction. She also discovered a big gulf between the scheduled caste politician, the educated and the common men. Most of the educated Harijans get Government jobs and are alienated from their own people. Economic betterment has brought about class consciousness but has not helped remove the stigma of untouchability. It is true that

nowhere in the world so large a minority group has been granted so much favoured treatment by the government as the scheduled castes in India. Dushkin (1961) and Mark Galanter (1969) discussed the role of state action in bringing about social change among the scheduled castes. Galanter is of the opinion that legislation has not reached its utmost limit of legal action and stops far short of these limits. Success of government policy of protective discrimination, specially in education, is producing a growing number of educated untouchables who are not economically dependent and who have greater political skills, resources and aspirations. Sooner or later they will provide leadership to remedy the present equivocal position.

CHAPTER-III

METHOD & PROCEDURE

Having made a critical survey of the reseraches that have been conducted on scheduled castes as well as on the personality characteristics of general castes from, educational, sociological and psychological point of view, it shall now be our endeavour to describe the method and procedure that have been adopted in the present study. It will be recalled that the primary purpose of the present research project was as under :-

1. To find out the personality traits common in Brahmins, Vaishyas, Khastriyas and Scheduled caste adolescent boys students.
2. To ascertain the personality traits distrinctive to Brahmins, Vaishyas, Khastriyas & Scheduled caste adolescent boys.

To achieve the objectives mentioned above, Normative Survey and Casual Comparative research method were adopted. Normative survey research method was made principally because the study aims at ascertaining the general personality characteristics of Brahmins, Vaishyas, Khastriyas and scheduled caste adolescent boys students of intermediate and this could have been possible only through normative research method.

The choice of causal comparative method was made because the study aimed at comparing the scheduled caste, Brahmins, Vaishyas & Khatriyas adolescent boys students.

RESEARCH TECHNIQUE

After selecting the research procedure and also explaining the rationals for the choice, next step is to select research techniques. It is true that the achievement of the objectives depended, primarily upon obtaining evidences with regard to the personality traits of Brahmins, Vaishyas, Khastriyas & scheduled caste adolescent boys students. Such as an evidence can only be collected through administration of a standardized valid and reliable tools.

TOOLS

The main variables in the present study are 1 personality traits 2 caste of the adolscent boys students.

VARIABLES	TOOLS
1. Personality Traits	Cattle's 16 P. F. Questionnaire
2. Caste of the students	College record

The consideration made in choosing the Cattell's 16 P. F. Questionaire for measuring personality traits, is having high validity and reliability investigators during past few years have reported that this tools has yielded useful data. Since the tools were found to be valid reliable and useful therefore this was preferred to be used for measuring

the variables of the present study. The subjects of our study are of male sex, urban locality and adolescent of age group. So they are of same sex, same locality and nearly the same age group. Hence the variables like sex locality and age have been controlled and are to be regarded as control variables.

STATISTICAL TECHNICAL

The techniques adopted in this study as computation of mean and standard deviation analysis of variance (F-Test) and test of significance (t-test) etc.

Mean - $M = \frac{EX}{N}$

standard deviation $= \sqrt{\frac{Efdx^2}{N} - \left(\frac{Efdx}{N}\right)^2}$

F = analysis of variance $= \frac{SSM}{SSW} = \frac{\text{Between means}}{\text{with in classes}}$

ESTABLISHING A RAPPORT WITH THE INSTITUTION

The investigator personally met the teachers and explained to them the nature of the problem she wanted to study. Such a personal media with teachers removed several of the mix givings of the teachers and also helped him to develop a positive attitude towards the problem. Moreover such a contact provided the investigator an opportunity to explain to the principals the significance of the study she

wanted to pursue. An explaination of the problem enabled her to elicit a voluntary co-operation from the principlas.

SAMPLING SIZE & TECHNIQUE

Present study was conducted on three institutions, namely D.N. Inter College, N.A.S. Inter College and C.A.B. Inter College.

The students studying in grades XI & XII constituted the sample of the present study. Two hundred students formed the sample of the present study.

SAMPLING TECHNIQUE

The main sampling technique applied in this study is the cluster sampling procedure.

CHAPTER - IV

ORGANISATION AND ANALYSIS OF THE DATA

Having descirbed the method and procedure in the preceding chapter, it is proposed to present the whole data in an organised form under the following tables :-

4.1 Consolidated Summary of F-Values obtained after analysing the sten scores on each of the sixteen personality traits for four groups of adolescent boys students -

(1) Brahmin
(2) Vaishya
(3) Khastriya
(4) Scheduled Caste.

4.2 Consolidated Summary of t-values (difference method of significances testing) obtained after analysing the sten scores for each of the 16 personality traits scores in different subjects for four groups of adolescent boys student -

(1) Brahmin
(2) Vaishya
(3) Khastriyas
(4) Scheduled Caste

The tables presented after these consolidated summaries containing the calculationsof individual F-Values (table 4.1.1 to 4.1.16), d-values (table 4.2.1 to 4.2.11) and Mean Values (table 4.3.1 to 4.3.4).

TABLE NO. 4.1 : CONSOLIDATED SUMMARY OF F-VALUES OBTAINED AFTER ANALYSING THE STEN SCORES ON EACH OF THE SIXTEEN PERSONALITY TRAITS FOR FOUR GROUPS OF ADOLESCENT BOYS STUDENTS.
(1) BRAHMIN (2) VAISHYA (3) KHASTRIYA (4) SCHEDULED CASTE.

FACTOR		TABLE NO.	F-VALUES
Sizothymia-Affectothymia	A	4.1.1	2.03
Lower Higher Scholastic mental capacity	B	4.1.2.	35.98^{xx}
Lower higher ego strength	C	4.1.3	.64
Submissiveness-Dominance	E	4.1.4	.34
Desurgency - Surgency	F	4.1.5	6.94^{xx}
Weaker-Stronger super ego strength	G	4.1.6	14.20^{xx}
Threctia-Parmia	H	4.1.7	1.88
Harria Premsia	I	4.1.8	19.27^{xx}
Alaxia-Protension	L	4.1.9	4.58^{xx}
Praxernia-Autia	M	4.1.10	4.33^{xx}
Artlessness-Shrewdness	N	4.1.11	10.33^{xx}
Untroubled Adecuacy Guilt Proneness	O	4.1.12	2.42
Conservatism-Radicalism	Q_1	4.1.13	11.48^{xx}
Group Adherence-Self Sufficiency	Q_2	4.1.14	20.75^{xx}
Low integration - High self concept control	Q_3	4.1.15	7.74^{xx}
Low - High Ergic Tension	Q_4	4.1.16	4.14^{xx}

TABLE NO. 4.2. : CONSOLIDATED SUMMARY OF t-VALUES OBTAINED AFTER ANALYSING THE STEN SCORES FOR EACH OF THE 16 PERSONALITY TRAITS SCORES IN DIFFERENT SUBJECTS FOR FOUR GRAOUPS OF ADOLESCENT BOYS STUDENTS (1) BRAHMIN (2) VAISHYA (3) KHATRIYA (4) SCHEDULED CASTE.

NAME OF THE PERSONALITY TRAIT		BRAHMIN & VAISHYA				BRAHMIN & KHATRIYA				BRAHMIN & SCHEDULED CASTE			
		Table No.	X_1	X_2	d	Total No.	X_1	X_2	d	Total No.	X_1	X_2	d
Sizothymia-Affectothymia	A		7.24	7.38			7.24	6.58			7.24	5.62	
Lower Higher Scholastic mental capacity	B	4 2 1	6.60	6.42	0.18		6.60	4.42	2.18^{XXX}		6.60	4.36	2.24^{XXX}
Lower Higher Ego Strength	C		5.42	5.38			5.42	5.08			5.42	5.44	
Submissiveness-Dominance	E		5.86	5.70			5.86	6.06			5.86	5.92	
Desurgency-Surgency	F	4.2.2	6.06	4.74	1.32^{XXX}		6.06	5.64	0.22		6.06	5.98	0.08
weaker Stronger Super Ego Strength	G	4.2.3	4.22	5.58	1.56^{XXX}		4.22	4.30	0.08		4.22	4.14	0.08
Threctia-Parmia	H		4.84	5.18			4.64	5.56			4.64	5.08	
Harria-Premsia	I	4.2.4	5.54	6.92	1.38^{XXX}		5.54	4.66	0.88^{X}		5.54	4.48	1.06^{XX}
Alaxia-Protension	L	4.2.5	6.54	6.34	0.20		6.54	5.66	0.68		6.54	5.32	1.22^{XX}
Prexernia-Autie	M	4.2.6	6.62	6.24	0.38		6.62	6.08	0.54		6.62	5.38	1.24^{XX}
Artlessness-Shrewdness	N	4.2.7	5.32	6.30	0.98^{XX}		5.32	5.12	0.20		5.32	4.20	1.12^{XX}
Untroubled Adequacy Guilt Proneness	O	.	5.94	5.36			5.94	5.78	-		5.94	5.14	
Conservatism-Radicalism	Q_1	4.2.8	5.92	7.36	1.44^{XXX}		5.92	5.68	0.24		5.92	5.20	0.72
Group Adherenceself Suggiciency	Q_2	4.2.9	5.48	7.42	1.94^{XXX}		5.48	4.92	0.56		5.48	5.14	0.34
Low integration highself concept control	Q_3	4.2.10	4.98	6.36	1.38^{XXX}		4.98	4.88	0.10		4.98	5.22	0.24
Low High Ergic tension	Q_4	4.2.11	6.22	5.16	1.06^{XX}		6.22	5.86	0.36		6.22	5.68	0.54

XXX - Significant at .001 level.
XX - Significant at .01 level.
X - Significant at .05 Level.

TABLE NO. 4.2. : CONSOLIDATED SUMMARY OF VALUE (DIFFERENCE METHOD OF SIGNIFICANCE TESTING) OBTAINED AFTER ANALYSING THE STEN SCORES FOR EACH OF THE 16 PERSONALITY TRAITS IN DIFFERENT SUBJECTS FOR FOUR GROUPS OF ADOLESCENT BOYS STUDENTS (1) BRAHMINS (2) VAISHYA (3) KHATRIYAS (4) SCHEDULED CASTE.

NAME OF THE PERSONALITY TRAIT		VAISHYA & SCHEDULED CASTE				VAISHYA & KHATRIYA				KHATRIYA & SCHEDULED CASTE			
		Table No.	X_1	X_2	d	Table No.	X_1	X_2	d	Table No.	X_1	X_2	d
Sizothymia-Affertothymia	A		7.38	6.62			7.38	6.68		.	5.88	6.62	
Lower Higher Scholastic mental capacity	B	4.2.1	6.42	4.36	2.06^{xxx}		6.42	4.42	2.18^{xxx}		4.22	4.36	0.15
Lower Higher ego strength	C		5.38	5.44			5.38	5.08			5.08	5.44	
Submissiveness-Domi	E		5.70	5.92			5.70	5.06			5.06	5.92	
Desurgency-Surgency	F	4.2.2	4.74	5.98	1.24^{xxx}		4.74	5.84	1.1^{xx}		5.84	5.98	0.14
Weaker-stronger super ego strength	G	4.2.3	5.88	4.14	1.74^{xxx}		5.88	4.30	1.58^{xxx}		4.30	4.14	0.15
Threctia-Parmia	H		5.18	5.08			5.16	5.56			5.56	5.08	
Harria-Premsia	I	4.2.4	6.92	4.48	2.44^{xxx}		6.92	4.66	2.26^{xxx}		4.56	4.48	0.18
Alaxia-Protension Prexernia	L	4.2.5	6.34	5.32	1.02^{xx}		6.34	5.66	0.48		5.86	5.32	0.54
Prexernia-Autia	M	4.2.6	6.24	5.38	0.86^{x}		6.24	6.08	0.16		6.08	5.38	0.70^{x}
Artlessness-Shreudness	N	4.2.7	6.30	4.20	2.10^{xxx}		6.30	5.12	1.18^{xx}		5.12	4.20	0.92^{x}
Untroubled Adequacy Guilt Proneness	O		5.36	5.14			5.36	5.78			5.76	5.14	
Conservatism-Radicalism	Q_1	4.2.8	7.36	5.20	2.16^{xxx}		7.36	5.68	1.68^{xxx}		5.68	5.20	0.48
Group Adherenceself sufficiency	Q_2	4.2.9	7.42	5.14	2.28^{xxx}		7.42	4.92	2.50^{xxx}		4.92	5.14	0.22
Low integration Highself concept control	Q_3	4.2.10	6.36	5.22	1.14^{xx}		6.36	4.88	1.48^{xxx}		4.88	5.22	0.34
Low High Ergic tension	Q_4	4.2.11	5.16	5.68	0.52		5.16	5.86	0.70^{x}		5.86	5.68	0.18

xxx - Significant at .001 level.
xx - Significant at .01 level.
x - Significant at .05 level.

Table No. 4.1.1. : Showing Significance of Difference Among the Aodlescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Sizothymia- Affectothymia Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	369.00	344.00	362.00	331.00	1406.00
N	50	50	50	50	200
$\bar{X}$	7.38	6.88	7.24	6.62	28.12
ΣX^2	2849.00	2512.00	2616.00	2401.00	10478.00

2. Sum of Squares :

Calculation For		Formula	Result
1. Correction Term (C)	$(\frac{\Sigma x}{N})^2$	= 1406.00 * 1406.00 -/200	9884.18
Total Sum of Squares (SST)	$\Sigma x^2 - C$	= 10478.00 - 9884.18	593.82
Sum between Means (SSB)	$\frac{(\Sigma x1)^2}{N_1} + \frac{(\Sigma x2)^2}{N_2} + \frac{(\Sigma x3)^2}{N_3} + \frac{(\Sigma x4)^2}{N_4} - C =$	2723.22+2366.72+2620.88+2191.22-9884.18	17.86
Sum within the Class (SSW)	SST - SSb	= 593.82-17.86	575.96

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	17.86	5.95		
Within Class	196	575.96	2.93		
Total	199	593.82		2.03	1.711

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.2. : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on
Lower Higher Scholastic mental capacity Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	321.00	221.00	330.00	218.00	1090.00
N	50	50	50	50	200
$\bar{X}$	6.42	4.42	6.60	4.36	21.80
ΣX^2	2209.00	1043.00	2282.00	1942.00	6576.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $(\frac{\Sigma x}{N})^2$	1090.00 * 1090.00 /200	5940.50
Total Sum of Squares (SST) $\Sigma x^2 - C$	6576.00 - 5940.50	635.50
Sum between Means (SSB) $\frac{(\Sigma x1)^2}{N_1} + \frac{(\Sigma x2)^2}{N_2} + \frac{(\Sigma x3)^2}{N_3} + \frac{(\Sigma x4)^2}{N_4} - C$	2060.82+976.82+2178.00+950.48-5940.50	225.62
Sum within the Class (SSW) SST - SSb	635.50-225.62	409.88

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	225.62	75.20		
Within Class	196	409.88	2.09		
Total	199	635.50		35.98^{xx}	1.44^{*}

xx Significant at .01 level.

x Significant at .05 level.

Table No.4.1.3. : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on
Lower Higher Ego Strength. Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	269.00	254.00	271.00	272.00	1066.00
N	50	50	50	50	200
$\bar{X}$	5.38	5.08	5.42	5044	21.32
ΣX^2	1553.00	1376.00	1565.00	1622.00	6116.00

2. Sum of Squares :

Calculation For		Formula	Result
1. Correction Term (C)	$(\frac{\Sigma x}{N})^2$	1066.00 * 1066.00 /200	5681.78
Total Sum of Squares (SST)	$\Sigma x^2 - C$	6116.00 - 5681.78	434.22
Sum between Means (SSB)	$\frac{(\Sigma x1)^2}{N_1} + \frac{(\Sigma x\ 2)^2}{N_2} + \frac{(\Sigma x\ 3)^2}{N_3} + \frac{(\Sigma x\ 4)^2}{N_4} - C$	1447.22 + 1290.32+1468.82+1479.68-5681.78	4.26
Sum within the Class (SSW)	SST - SSb	434.22 - 4.26	429.96

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	4.26	1.42		
Within Class	196	429.96	2.19		
Total	199	434.22		.64	1.51

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.4. : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Submissiveness-Dominance Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	285.00	303.00	293.00	296.00	1177.00
N	50	50	50	50	200
$\bar{X}$	5.70	6.06	5.86	5.92	23.54
ΣX^2	1855.00	1951.00	1861.00	1882.00	7559.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $(\frac{\Sigma x)^2}{N}$	1177.00 * 1177.00 / 200	6926.64
Total Sum of Squares (SST) $\Sigma x^2 - C$	7559.00 - 6926.64	632.36
Sum between Means (SSB) $\frac{(\Sigma x1)^2}{N_1} + \frac{(\Sigma x2)^2}{N_2} + \frac{(\Sigma x3)^2}{N_3} + \frac{(\Sigma x4)^2}{N_4} - C$	1624.50+1836.18+1716.98+1752.32-6924.64	3.34
Sum within the Class (SSW) SST - SSb	632.36-3.34	629.02

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	3.34	1.11		
Within Class	196	629.02	3.20		
Total	199	632.36		.34	1.788

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.5. : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Desurgency-Surgency Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	237.00	292.00	303.00	299.00	1131.00
N	50.	50	50	50	200
$\bar{X}$	4.74	5.84	6.06	5.98	22.62
ΣX^2	1317.00	1820.00	1913.00	1941.00	6991.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $(\frac{\Sigma x}{N})^2$	1131.00 * 1131.00 / 200	6395.80
Total Sum of Squares (SST) $\Sigma x^2 - C$	6991.00 - 6395.80	595.20
Sum between Means (SSB) $\frac{(\Sigma x 1)^2}{N_1} + \frac{(\Sigma x 2)^2}{N_2} + \frac{(\Sigma x 3)^2}{N_3} + \frac{(\Sigma x 4)^2}{N_4} - C$	1123.38+1705.28+1836.18+1788.02-6395.80	57.06
Sum within the Class (SSW) SST - SSb	595.20-57.06	538.14

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	57.06	19.02		
Within Class	196	538.14	2.74		
Total	199	595.20		6.94^{xx}	1.655

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.6 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on

Weaker-stronger Super-ego strength. Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	294.00	215.00	211.00	207.00	927.00
N	50	50	50	50	200
$\bar{X}$	5.88	4.30	4.22	4.14	18.54
ΣX^2	1956.00	993.00	971.00	959.00	4879.00

2. Sum of Squares :

Calculation For		Formula	Result
1. Correction Term (C)	$(\frac{\Sigma x}{N})^2$	927.00 * 927.00 / 200	4296.64
Total Sum of Squares (SST)	$\Sigma x^2 - C$	4879.00 - 4296.64	582.36
Sum between Means (SSB)	$\frac{(\Sigma x_1)^2}{N_1} + \frac{(\Sigma x_2)^2}{N_2} + \frac{(\Sigma x_3)^2}{N_3} + \frac{(\Sigma x_4)^2}{N_4} - C$	1728.72 + 924.50+890.42+856.98+4296.64	103.98
Sum within the Class (SSW)	SST - SSb	582.36 - 103.98	478.38

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	103.98	34.66		
Within Class	196	478.38	2.44		
Total	199	582.36		14.20^{xx}	1.5620

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.7 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Threctea-Parmia. Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	259.00	278.00	242.00	254.00	1033.00
N	50	50	50	50	200
$\bar{X}$	5.18	5.56	4.84	5.08	20.66
ΣX^2	1429.00	1668.00	1258.00	1462.00	5817.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $(\frac{\Sigma x}{N})^2$	1033.00 * 1033.00 / 200	5335.44
Total Sum of Squares (SST) $\Sigma x^2 - C$	5817.00 - 5335.44	481.56
Sum between Means (SSB) $\frac{(\Sigma x1)^2}{N_1}+\frac{(\Sigma x2)^2}{N_2}+\frac{(\Sigma x3)^2}{N_3}+\frac{(\Sigma x4)^2}{N_4}-C$	1341.62+1545.68+1171.28+1290.32-5335.44	13.46
Sum within the Class (SSW) SST - SSb	481.56-13.46	468.10

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	13.46	4.48		
Within Class	196	468.10	2.38		
Total	199	481.56		1.88	1.542

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.8 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on
Harria-Premsia. Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	346.00	233.00	277.00	224.00	1080.00
N	50	50	50	50	200
$\bar{X}$	6.92	4.66	5.54	4.48	21.60
ΣX^2	2608.00	1227.00	1719.00	1096.00	6650.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $\frac{(\Sigma x)^2}{N}$	1080.00 * 1080.00 / 200	5832.00
Total Sum of Squares (SST) $\Sigma x^2 - C$	6650.00 - 5832.00	818.00
Sum between Means (SSB) $\frac{(\Sigma x_1)^2}{N_1} + \frac{(\Sigma x_2)^2}{N_2} + \frac{(\Sigma x_3)^2}{N_3} + \frac{(\Sigma x_4)^2}{N_4} - C$	2394.32+1085.78+1534.58+1003.52-5832.00	186.20
Sum within the Class (SSW) SST - SSb	818.00- 186.20	631.80

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	186.20	62.06		
Within Class	196	631.80	3.22		
Total	199	818.00		19.27^{xx}	1.794

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.9 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Alaxia-Protension Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	317.00	293.00	327.00	266.00	1203.00
N	50	50	50	50	200
$\bar{X}$	6.34	5.84	6.54	5.32	24.06
ΣX^2	2193.00	1869.00	2285.00	1568.00	7915.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $\frac{(\Sigma x)^2}{N}$	1203.00 * 1203.00 / 200	7236.04
Total Sum of Squares (SST) $\Sigma x^2 - C$	7915.00 - 7236.04	678.96
Sum between Means (SSB) $\frac{(\Sigma x_1)^2}{N_1}+\frac{(\Sigma x_2)^2}{N_2}+\frac{(\Sigma x_3)^2}{N_3}+\frac{(\Sigma x_4)^2}{N_4}-C$	2009.78+1716.98+2138.58+1415.12-7236.04	44.42
Sum within the Class (SSW) SST - SSb	678.96-44.42	634.54

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	44.42	14.80		
Within Class	196	634.54	3.23		
Total	199	678.96		4.58^{xx}	1.797

xx Significant at .01 level.

x Significant at .05 level.

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Table No. 4.1.10 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Prexernia-Autia. Personality Trait.

1. Organisation of Scores :

Computation	CASTES				
	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	312.00	304.00	331.00	269.00	1216.00
N	50	50	50	50	200
$\bar{X}$	6.24	6.08	6.42	5.38	24.32
ΣX^2	2088.00	1974.00	2369.00	1611.00	8042.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $\frac{(\Sigma x)^2}{N}$	1216.00 * 1216.00 / 200	7393.28
Total Sum of Squares (SST) $\Sigma x^2 - C$	8042.00 - 7393.28	648.72
Sum between Means (SSB) $\frac{(\Sigma x1)^2}{N_1}+\frac{(\Sigma x\,2)^2}{N_2}+\frac{(\Sigma x3)^2}{N_3}+\frac{(\Sigma x_4)^2}{N_4}-C$	1946.88+1848.32+2191.22+1447.22-7393.28	40.36
Sum within the Class (SSW) SST - SSb	648.72-40.36	608.36

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	40.36	13.45		
Within Class	196	608.36	3.10		
Total	199	648.72		4.33^{xx}	1.760

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.11 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Artlessness-shrewdness. Personality Trait.

1. Organisation of Scores :

Computation	CASTES				
	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	315.00	256.00	266.00	210.00	1047.00
N	50	50	50	50	200
$\bar{X}$	6.30	5.12	5.32	4.20	20.94
ΣX^2	2197.00	1498.00	1564.00	1038.00	6297.00

2. Sum of Squares :

Calculation For		Formula	Result
1. Correction Term (C)	$(\frac{\Sigma x}{N})^2$	1047.00 * 1047.00 / 200	5481.04
Total Sum of Squares (SST)	$\Sigma x^2 - C$	6297.00 - 5481.04	815.96
Sum between Means (SSB)	$\frac{(\Sigma x_1)^2}{N_1}+\frac{(\Sigma x_2)^2}{N_2}+\frac{(\Sigma x_3)^2}{N_3}+\frac{(\Sigma x_4)^2}{N_4}-C$	1984.50+1310.72+1415.12+882.00-5481.04	111.30
Sum within the Class (SSW)	SST - SSb	815.96-111.30	704.66

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	111.30	37.10		
Within Class	196	704.66	3.59		
Total	199	815.96		10.33^{xx}	1.8947

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.12 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Untroubled Adequacy-Guilt Proneness. Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	268.00	289.00	297.00	257.00	1111.00
N	50	50	50	50	200
$\bar{X}$	5.36	5.78	5.94	5.14	22.22
ΣX^2	1634.00	1781.00	1867.00	1461.00	6743.00

2. Sum of Squares :

Calculation For	Formula	Results
1. Correction Term (C) $(\frac{\Sigma x}{N})^2$	1111.00 * 1111.00 / 200	6171.60
Total Sum of Squares (SST) $\Sigma x^2 - C$	6743.00 - 6171.60	571.40
Sum between Means (SSB) $\frac{(\Sigma X1)^2}{N_1}+\frac{(\Sigma x2)^2}{N_2}+\frac{(\Sigma x3)^2}{N_3}+\frac{(\Sigma x4)^2}{N_4}-C$	1436.48+1670.42+1764.18+1320.98-6171.60	20.46
Sum within the Class (SSW) SST - SSb	571.40-20.46.	550.94

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	20.46	6.82		
Within Class	196	550.94	2.81		
Total	199	571.40		2.42	1.676

xx Significant at .01 level.

x Significant at .05 level.

Table No.4.1.13 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Conservatism-Radicalism. Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	368.00	284.00	296.00	260.00	1208.00
N	50	50	50	50	200
$\Sigma \bar{X}$	7.36	5.68	5.92	5.20	24.16
ΣX^2	2926.00	1754 .00	1934.00	1550.00	8164.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $(\frac{\Sigma x}{N})^2$	1208.00 * 1208.00 / 200	7296.32
Total Sum of Squares (SST) $\Sigma x^2 - C$	8164.00 - 7296.32	867.68
Sum between Means (SSB) $\frac{(\Sigma x1)^2}{N_1}+\frac{(\Sigma x\ 2)^2}{N_2}+\frac{(\Sigma x\ 3)^2}{N_3}+\frac{(\Sigma x\ 4)^2}{N_4}-C$	2708.48+1613.12+1752.32+1352.00-7296.32	129.60
Sum within the Class (SSW) SST - SSb	867.68-129.60	738.08

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	129.60	43.20		
Within Class	196	738.08	4.76		
Total	199	867.68		11.48^{xx}	1.939

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.14 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on Group Adherence-Self sufficiency Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	371.00	246.00	274.00	257.00	1148.00
N	50	50	50	50	200
$\bar{X}$	7.42	4.92	5.48	5.14	22.96
ΣX^2	2957.00	1356.00	1622.00	1469.00	7404.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $\frac{(\Sigma x)^2}{N}$	1148.00 * 1148.00 / 200	6589.52
Total Sum of Squares (SST) $\Sigma x^2 - C$	7404.00 - 6589.52	814.48
Sum between Means (SSB) $\frac{(\Sigma x_1)^2}{N_1}+\frac{(\Sigma x_2)^2}{N_2}+\frac{(\Sigma x_3)^2}{N_3}+\frac{(\Sigma x_4)^2}{N_4}-C$	2752.82+1210.32+1501.52+1320.98-6589.52	196.12
Sum within the Class (SSW) SST - SSb	814.48-196.12	618.36

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	196.12	65.37		
Within Class	196	618.36	3.15		
Total	199	814.48		20.75^{xx}	1.7748

xx Significant at .01 level.

x Significant at .05 level.

Table No. 4.1.16 : Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on
Low-High Ergic tension. Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	258.00	293.00	311.00	284.00	1146.00
N	50	50	50	50	200
$\bar{X}$	5.16	5.86	6.22	5.68	22.92
ΣX^2	1448.00	1839.00	2035.00	1736.00	7058.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $\frac{(\Sigma x)^2}{N}$	1146.00 * 1146.00 / 200	6566.58
Total Sum of Squares (SST) $\Sigma x^2 - C$	7058.00 - 6566.58	491.42
Sum between Means (SSB) $\frac{(\Sigma x_1)^2}{N_1} + \frac{(\Sigma x_2)^2}{N_2} + \frac{(\Sigma x_3)^2}{N_3} + \frac{(\Sigma x_4)^2}{N_4} - C$	1331.28+1716.98+1934.42+1613.12-6566.58	29.22
Sum within the Class (SSW) SST - SSb	491.42-29.22	462.20

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	29.22	9.74		
Within Class	196	462.20	2.35		
Total	199	491.42		4.14^{xx}	1.532

xx Significant at .01 level.
x Significant at .05 level.

Table No. 4.1.15.: Showing Significance of Difference Among the Adolescent Boys Students Belonging to Four Types of Castes Namely, Vaishyas, Khatriyas, Brahmins, Schedule Caste on
Low integration-High self concept control. Personality Trait.

1. Organisation of Scores :

	CASTES				
Computation	Vaishyas	Khatriyas	Brahmins	Scheduled	Total
ΣX	318.00	244.00	249.00	261.00	1072.00
N	50	50	50	50	200
$\bar{X}$	6.36	4.88	4.98	5.22	21.44
ΣX^2	2258.00	1292.00	1333.00	1521.00	6404.00

2. Sum of Squares :

Calculation For	Formula	Result
1. Correction Term (C) $(\frac{\Sigma x}{N})^2$	1072.00 * 1072.00 / 200	5745.92
Total Sum of Squares (SST) $\Sigma x^2 - C$	6404.00 - 5445.92	658.08
Sum between Means (SSB) $\frac{(\Sigma x1)^2}{N_1} + \frac{(\Sigma x2)^2}{N_2} + \frac{(\Sigma x3)^2}{N_3} + \frac{(\Sigma x4)^2}{N_4} - C$	2202.48+1190.72+1240.02+1362.42-5745.92	69.72
Sum within the Class (SSW) SST - SSb	658.08-69.72	

3. Analysis of Variance :

Source	DF	SS	MS(V)	$F = \frac{MSvb}{MSvw}$	SD
Between Means	3	69.72	23.24		
Within Class	196	588.36	3.00		
Total	199	658.08		7.74^{xx}	1.732

xx Significant at .01 level.

x Significant at .05 level.

TABLE NO. 4.2.1 : SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (d-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V- Scheduled Caste M_S (4) KHATRIYA M_K-Brahmin M_B (5) KHATRIYA M_K-Scheduled Caste M_S (6) Brahmin M_B-SCHEDULED CASTE M_S FOR LOWER HIGHER SCHOLASTIC MENTAL CAPACITY PERSONALITY TRAIT - (BY DIFFERENCE METHOD)

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{2.09}$	1.44
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.44 \times \sqrt{\frac{50 + 50}{50 \times 50}}$	0.289
3. Means diff. sig:-		
(a) at .001 level $-3.7 \times SE_D$	3.7 x 0.289	1.069
(b) at .01 level $= 2.58 \times SE_D$	2.58 x 0.289	0.74562
(c) at .05 level $= 1.96 \times SE_D$	1.96 x 0.289	0.5644
4. $M_V - M_K$	6.42 - 4.42	2.00^{XXX}
$M_V - M_B$	6.42 - 6.60	0.18
$M_V - M_S$	6.42 - 4.36	2.06^{XXX}
$M_K - M_B$	4.42 - 6.60	2.18^{XXX}
$M_K - M_S$	4.42 - 4.36	0.06
$M_B - M_S$	6.60 - 4.36	2.24^{XXX}

XXX Difference Significant at .001 level.
XX Difference Significant at .01 level.
X Difference Significant at .05 level.

TABLE NO. 4.2.2 :

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR DESURGENCY - SURGENCY PERSONALITY TRAIT-(BY DIFEERENCE METHOD).

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{2.74}$	1.655
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.655 \times \sqrt{\frac{50 + 50}{50 \times 50}}$	0.331
3. Mean diff sig.:-		
(a) at .001 level $= 3.7 \times SE_D$	3.7×0.331	1.2247
(b) at .01 level $= 2.58 \times SE_D$	2.58×0.331	0.64876
(c) at .05 level $= 1.96 \times SE_D$		
4. $M_V - M_K$	4.74 - 5.84	1.1^{xx}
$M_V - M_B$	4.74 - 6.06	1.32^{xxx}
$M_V - M_S$	4.74 - 5.98	1.24^{xxx}
$M_K - M_B$	5.84 - 6.06	0.22
$M_K - M_S$	5.84 - 5.98	0.14
$M_B - M_S$	6.06 - 5.98	0.08

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

TABLE NO. 4.2.3

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR WEAKER STRONGER SUPER EGO STRENGTH PERSONALITY TRAIT - (BY DIFF. METHOD).

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{2.44}$	1.5620
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.56620\sqrt{\frac{50+50}{50x50}}$	0.3124
3. Mean diff sig.:-		
(a) at .001 level $= 3.7 \times SE_D$	3.7 X 0.3124	1.155
(b) at .01 level $= 2.58 \times SE_D$	2.58 X 0.3124	0.80496
(c) at .05 level $= 1.96 \times SE_D$	1.96 X 0.3124	0.61152
4. $M_V - M_K$	5.88 - 4.30	1.58^{XXX}
$M_V - M_B$	5.88 - 4.22	1.66^{XXX}
$M_V - M_S$	5.88 - 4.14	1.74^{XXX}
$M_K - M_B$	4.30 - 4.22	0.08
$M_K - M_S$	4.30 - 4.14	0.16
$M_B - M_S$	4.22 - 4.14	0.08

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

TABLE NO. 4.2.4.

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR HARRIA PREMSIA PERSONALITY TRAIT (BY DIFF. METHOD)

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{3.22}$	1.794
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.794\sqrt{\frac{50+50}{50+50}}$	0.358
3. Mean diff sig.:-		
(a) at .001 level = $3.7 \times SE_D$	3.7 X 0.358	1.327
(b) at .01 level = $2.58 \times SE_D$	2.58 X 0.358	0.923
(c) at .05 level = $1.96 \times SE_D$	1.96 X 0.358	0.7016
4. $M_V - M_K$	6.92 - 4.66	2.26^{XXX}
$M_V - M_B$	6.92 - 5.54	1.38^{XXX}
$M_V - M_S$	6.92 - 4.48	2.44^{XXX}
$M_K - M_B$	4.66 - 5.54	0.88^{X}
$M_K - M_S$	4.66 - 4.48	0.18
$M_B - M_S$	5.54 - 4.48	1.06^{XX}

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

TABLE NO. 4.2.5.

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR ALAXIA - PROTENSION PERSONALITY TRAIT. (BY DIFF. METHOD).

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{3.23}$	1.797
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.797\sqrt{\frac{50+50}{50X50}}$	0.359
3. Mean diff sig.:-		
(a) at .001 level = 3.7 x SE_D	3.7 X 0.359	1.328
(b) at .01 level = 2.58 x SE_D	2.58 X 0.359	0.926
(c) at .05 level = 1.96 x SE_D	1.96 X 0.359	0.703
4. $M_V - M_K$	6.34 - 5.86	0.48
$M_V - M_B$	6.34 - 6.54	0.20
$M_V - M_S$	6.34 - 5.32	1.02^{XX}
$M_K - M_B$	5.86 - 6.54	0.68
$M_K - M_S$	5.86 - 5.32	0.54
$M_B - M_S$	6.54 - 5.32	1.22 ^{XX}

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

TABLE NO. 4.2.6

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR PRAXERNIA - AUTIA PERSONALITY TRAIT (BY DIFF. METHOD)

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{3.10}$	1.76
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.76 \times \sqrt{\frac{50+50}{50X50}}$	0.352
3. Mean diff sig.:-		
(a) at .001 level = 3.7 x SE_D	3.7 X 0.352	1.3024
(b) at .01 level = 2.58 x SE_D	2.58 X 0.352	0.90816
(c) at .05 level = 1.96 x SE_D	1.96 X 0.352	0.68992
4. $M_V - M_K$	6.24 - 6.08	0.16
$M_V - M_B$	6.24 - 6.62	0.38
$M_V - M_S$	6.24 - 5.38	0.86 X
$M_K - M_B$	6.08 - 6.62	0.54
$M_K - M_S$	6.08 - 5.38	0.70 X
$M_B - M_S$	6.62 - 5.38	1.24 XX

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

TABLE NO. 4.2.7

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D -VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR ARTLESSNESS - SHREWDNESS PERSONALITY TRAIT (BY DIFF. METHOD).

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{3.59}$	1.8947
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.8947\sqrt{\frac{50+50}{50X50}}$	0.378
3. Mean diff sig.:-		
(a) at .001 level = 3.7 x SE_D	3.7 X 0.378	1.3986
(b) at .01 level = 2.58 x SE_D	2.48 X 0.378	0.975
(c) at .05 level = 1.96 x SE_D	1.96 X 0.378	0.741
4. $M_V - M_K$	6.30 - 5.12	1.18^{XX}
$M_V - M_B$	6.30 - 5.32	0.98^{XX}
$M_V - M_S$	6.30 - 4.20	2.10^{XXX}
$M_K - M_B$	5.12 - 5.32	0.20
$M_K - M_S$	5.12 - 4.20	0.92^{X}
$M_B - M_S$	5.32 - 4.20	1.12^{XX}

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

TABLE NO. 4.2.8

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR CONSERVATISM - RADICALISM PERSON TRAIT (By Diff. method)

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{3.76}$	1.939
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.939 \times \sqrt{\frac{50+50}{50 \times 50}}$	0.387
3. Mean diff sig.:-		
(a) at .001 level $= 3.7 \times SE_D$	3.7 X 0.387	1.432
(b) at .01 level $= 2.58 \times SE_D$	2.58 X 0.387	0.998
(c) at .05 level $= 1.96 \times SE_D$	1.96 X 0.387	0.758
4. $M_V - M_K$	7.36 - 5.68	1.68XXX
$M_V - M_B$	7.36 - 5.92	1.44XXX
$M_V - M_S$	7.36 - 5.20	2.16XXX
$M_K - M_B$	5.68 - 5.92	0.24
$M_K - M_S$	5.68 - 5.20	0.48
$M_B - M_S$	5.92 - 5.20	0.72

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

TABLE NO. 4.2.9

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR GROUP ADHERENCE - SELF SUFFICIENCY PERSONALITY TRAIT (By Diff. method)

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{3.15}$	1.7748
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.7748 \times \sqrt{\frac{50+50}{50 \times 50}}$	0.3549
3. Mean diff sig.:-		
(a) at .001 level $= 3.7 \times SE_D$	3.7 X 0.3549	1.313
(b) at .01 level $= 2.58 \times SE_D$	2.58 X 0.3549	0.915
(c) at .05 level $= 1.96 \times SE_D$	1.96 X 0.3549	0.695
4. $M_V - M_K$	7.42 - 4.92	2.50^{XXX}
$M_V - M_B$	7.42 - 5.48	1.94^{XXX}
$M_V - M_S$	7.42 - 5.14	2.28^{XXX}
$M_K - M_B$	4.92 - 5.48	0.56
$M_K - M_S$	4.92 - 5.14	0.22
$M_B - M_S$	5.48 - 5.14	0.34

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

TABLE NO. 4.2.10

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR LOW INTEGRATION HIGH SELF CONCEPT CONTROL PERSONALITY TRAIT (By diff. method)

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{3.00}$	1.732
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.732 \times \sqrt{\frac{50+50}{50 \times 50}}$	0.346
3. Mean diff sig.:-		
(a) at .001 level $= 3.7 \times SE_D$	3.7 X 0.346	1.280
(b) at .01 level $= 2.58 \times SE_D$	2.58 X 0.346	0.892
(c) at .05 level $= 1.96 \times SE_D$	1.96 X 0.346	0.678
4. $M_V - M_K$	6.36 - 4.88	1.48^{XXX}
$M_V - M_B$	6.36 - 4.98	1.38^{XXX}
$M_V - M_S$	6.36 - 5.22	1.14^{XX}
$M_K - M_B$	4.88 - 4.98	0.10
$M_K - M_S$	4.88 - 5.22	0.34
$M_B - M_S$	4.98 - 5.22	0.24

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

TABLE NO. 4.2.11

SHOWING CALCULATION OF SIGNIFICANCE OF THE DIFFERENCE (D-VALUES) BETWEEN STUDENTS OF (1) VAISHYA M_V-KHATRIYA M_K (2) VAISHYA M_V-BRAHMIN M_B (3) VAISHYA M_V-SCHEDULED CASTE M_S (4) KHATRIYA M_K-BRAHMIN M_B (5) KHATRIYA M_K-SCHEDULED CASTE M_S (6) BRAHMIN M_B-SCHEDULED CASTE M_S FOR LOW HIGH ERGIC TENSION PERSONALITY TRAIT (By Diff. method).

BASIC FORMULA	CALCULATIONS	RESULTS
1. $SD = \sqrt{MSW}$	$\sqrt{2.35}$	1.532
2. $SE_D = SD\sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$	$1.53 \times \sqrt{\frac{50+50}{50X50}}$	0.306
3. Mean diff sig.:-		
(a) at .001 level = $3.7 \times SE_D$	3.7 x 0.306	1.1322
(b) at .01 level = $2.58 \times SE_D$	2.58 x 0.306	0.789
(c) at .05 level = $1.96 \times SE_D$	1.96 x 0.306	0.598
4. $M_V - M_K$	5.16 - 5.86	0.70^{X}
$M_V - M_B$	5.16 - 6.22	1.06^{XX}
$M_V - M_S$	5.16 - 5.68	0.52
$M_K - M_B$	5.86 - 6.22	0.36
$M_K - M_S$	5.86 - 5.68	0.18
$M_B - M_S$	6.22 - 5.68	0.54

xxx Difference significant at .001 level
xx Difference significant at .01 level
x Difference significant at .05 level

Table No. 4.3.1 : Showing Computation for the Determination of Mean Some of Different Personality Variables of Brahmins

Personality variables		X	N	$\bar{X}$	$(\bar{X})^2$	X^2	$(X)^2/N$
Sizothymia-Affectothymia	A	362.00	50	7.24	52.41	2716.00	54.32
Lower-Higher Scholastic Mental Capacity	B	330.00	50	6.60	43.56	2282.00	45.64
Lower-Higher Ego Strength	C	271.00	50	5.42	29.37	1565.00	31.30
Submissiveness- Dominance	E	293.00	50	5.86	34.33	1871.00	37.42
Desurgency-Surgency	F	303.00	50	6.06	36.72	1913.00	38.26
Weaker- Stronger Super Ego Strength	G	211.00	50	4.22	11.80	971.00	19.42
Threctia-Parmia	H	242.00	50	4.84	23.42	1258.00	25.16
Harria-Premsia	I	277.00	50	5.54	30.69	1719.00	34.38
Alaxia-Protension	L	327.00	50	6.54	42.77	2285.00	45.70
Prexernia- Autia	M	331.00	50	6.62	43.82	2369.00	47.38
Artlessness-Shrewdness	N	266.00	50	5.32	28.30	1564.00	31.28
Untroubled Adequacy-Guilt Proneness	O	297.00	50	5.94	35.28	1867.00	37.34
Conservatism-Radicalism	G1	296.00	50	5.92	35.04	1934.00	38.68
Group Adherence-Self Sufficiency	G2	274.00	50	5.48	30.03	1622.00	32.44
Low Integration High Self Cocp.Control	G3	249.00	50	4.98	24.80	1333.00	26.66
Low High Ergic Tension	G4	311.00	50	6.22	38.68	2035.00	40.70

Table No. 4.3.2 : Showing Computation for the Determination of Mean Some of Different Personality Variables of Vaishyas

Personality Variables		X	N	$\bar{X}$	$(\bar{X})^2$	X^2	$(X)^2/N$
Sizothymia- Affectothymia	A	369.00	50	7.38	54.46	2849.00	56.98
Lower-Higher Scholastic Mental Capacity	B	321.00	50	6.42	41.21	2209.00	44.18
Lower-Higher Ego Strength	C	269.00	50	5.38	28.94	1553.00	31.06
Submissiveness- Dominance	E	285.00	50	5.70	32.49	1855.00	37.10
Desurgency-Surgency	F	237.00	50	4.74	22.46	1317.00	26.34
Weaker-Stronger Super Ego Strength	G	294.00	50	5.88	34.57	1956.00	39.12
Threctia-Parmia	H	259.00	50	5.18	26.83	1429.00	28.58
Harria-Premsia	I	346.00	50	6.92	47.88	2608.00	52.16
Alaxia-Protension	L	317.00	50	6.34	40.19	2193.00	43.86
Prexernia-Autia	M	312.00	50	6.24	38.93	2088.00	41.76
Artlessness-Shrewdness	N	315.00	50	6.30	39.69	2197.00	43.94
Untroubled Adequacy- Guilt Proneness	O	268.00	50	5.36	28.72	1634.00	32.68
Conservatism-Radicalism	G1	368.00	50	7.36	54.16	2926.00	58.52
Group Adherence-Self Sufficiency	G2	371.00	50	7.42	55.05	2957.00	59.14
Low Integration High Self Cocp.Control	G3	318.00	50	6.36	40.44	2258.00	45.16
Low High Ergic Tension	G4	258.00	50	5.16	26.62	1448.00	28.96

Table No. 4.3.3 : Showing Computation for the Determination of Mean Some of Different Personality Variables of Khatriyas

Personality Variables		X	N	$\bar{X}$	$(\bar{X})^2$	X^2	$(X)^2/N$
Sizothymia-Affectothymia	A	344.00	50	6.88	47.33	2512.00	50.24
Lower-Higher Scholastic Mental Capacity	B	221.00	50	4.42	19.53	1043.00	20.86
Lower-Higher Ego Strength	C	254.00	50	5.08	25.80	1376.00	27.52
Submissiveness-Dominance	E	303.00	50	6.06	36.72	1951.00	39.02
Desurgency-Surgency	F	292.00	50	5.84	34.10	1820.00	36.40
Weaker-Stronger Super Ego Strength	G	215.00	50	4.30	18.49	993.00	19.86
Threctia-Parmia	H	278.00	50	5.56	30.91	1668.00	33.36
Harria-Premsia	I	233.00	50	4.66	21.71	1227.00	24.54
Alaxia-Protension	L	293.00	50	5.86	34.33	1869.00	37.38
Prexernia-Autia	M	304.00	50	6.08	34.96	1974.00	39.48
Artlessness-Shrewdness	N	256.00	50	5.12	26.21	1498.00	29.96
Untroubled Adequacy-Guilt Proneness	O	289.00	50	5.78	33.40	1781.00	35.62
Conservatism-Radicalism	G1	284.00	50	5.68	32.26	1754.00	35.08
Group Adherence-Self Sufficiency	G2	246.00	50	4.92	24.20	1356.00	27.12
Low Integration High Self Cocp.Control	G3	244.00	50	4.88	23.81	1292.00	25.84
Low High Ergic Tension	G4	293.00	50	5.86	34.33	1839.00	36.78

Table No. 4.3.4 : Showing Computation for the Determination of Mean and Some of Different Personality Variables of S. Caste

Personality Variables		X	N	$\bar{X}$	$(\bar{X})^2$	$\bar{X}^2$	$(X)^2/N$
Sizothymia-Affectothymia	A	331.00	50	6.62	43.82	2401.00	48.02
Lower-Higher Scholastic Mental Capacity	B	218.00	50	4.36	19.00	1042.00	20.84
Lower-Higher Ego Strength	C	272.00	50	5.44	29.59	1622.00	32.44
Submissiveness-Dominance	E	296.00	50	5.92	35.04	1882.00	37.64
Desurgency-Surgency	F	299.00	50	5.98	35.76	1941.00	38.82
Weaker-Stronger Super Ego Strength	G	207.00	50	4.14	17.13	959.00	19.18
Threctia-Parmia	H	254.00	50	5.08	25.80	1462.00	29.24
Harria-Premsia	I	224.00	50	4.48	20.07	1096.00	21.92
Alaxia-Protension	L	266.00	50	5.32	28.30	1568.00	31.36
Prexernia-Autia	M	269.00	50	5.38	28.94	1611.00	32.22
Artlessness-Shrewdness	N	210.00	50	4.20	17.64	10.38.00	20.76
Untroubled Adequacy- Guilt Proneness	O	257.00	50	5.14	26.41	1461.00	29.22
Conservatism-Radicalism	G1	260.00	50	5.20	27.04	1550.00	31.00
Group Adherence-Self Sufficiency	G2	257.00	50	5.14	26.41	1469.00	29.38
Low Integration High Self Cocp. Control	G3	261.00	50	5.22	27.24	1521.00	30.42
Low High Ergic Tension	G4	284.00	50	5.68	32.26	1736.00	34.72

CHAPTER - V

INTERPRETATION OF THE DATA

The Chapter that preceded the present one contained data that have been obtained as a result of the application of the method and procedure described earlier. The whole data was organized, with a view to ascertain the personality traits which go alongwith the adolescent boys belonging to each of the four type castes- Brahmin, Vaishya, Kshatriya & Scheduled Caste. The Chapter in hand aims at interpreting the statistical Values in the light of preceding relevant researches on Caste system and theoretical concepts. The whole discussion is proposed to be made under the following heads:-

5.1 Discussion of the F-Values obtained after analysing the personality trait data (Sten Scores) of adolescent boys students belonging to four castes namely (1)Brahmin (2) Vaishya, (3) Khatriya (4) Scheduled Caste, by one way analysis of variance.

5.2 Discussion of the mean differences obtained after analysing the personality trait data to difference method. (a test of the significance of the difference between means).

5.2.1 Disscussion of the mean differences obtained after comparing the mean personality trait scores of the adolescent boys students, belonging to the Brahmin and Vaishya Caste.

5.2.2 Disscussion of the mean differences obtained after comparing the mean personality trait scores of the adolescent boys students, belonging to the Brahmin and Khatriya Caste.

5.2.3 Disscussion of the mean differences obtained after comparing the mean personality trait scores of the adolescent boys students, belonging to the Brahmin, and Scheduled caste.

5.2.4 Disscussion of the mean differences obtained after comparing the mean personality trait scores of the adolescent boys students, belonging to the Vaishya & Scheduled Caste.

5.2.5 Disscussion of the mean differences obtained after comparing the mean personality trait scores of the adolescent boys students, belonging to the Vaishya & Khatriya Caste.

5.2.6 Disscussion of the mean differences obtained after comparing the mean personality trait scores of the adolescent boys students, belonging to the Khatriya & Scheduled caste.

TABLE NO. 5.1

Discussion of the F. Values obtained after analysing the personality trait data (sten scores) of adolescent boys students

belonging to four castes namely Brahmin, Vaishya, Khatriya & Scheduled caste to one way analysis of Variance.

The adolescent boys students belonging to Brahmin, Vaishya, Khatriya & Scheduled Caste have been compared by using one way analysis of variance on 16 personality traits. The consolidated summary of the F-values have been presented in the table No. 4.1 of the last chapter. The 16 personality traits are Sizothynia - Affectothynia (table No. 4.1.1 $F= 2.03$, $P < .05$), lower Higher scholastic mental Capacity (table No 4.1.2, $F=35.98$ $P > .01$), lower Higher Ego strength Table No. 4.13 $F= .64$, $P < .05$) Submissive ness dominance (Table No. 4.1.4, $F = .34$ $P < .05$), Desurgency-Surgency (table No. 4.1.5 $F= 6.94$ $P > .01$) Weaker stronger super Ego strength (table No. 4.1.6 $F= 14.20$ $P > .01$) Threctia Parmia (table No. 4.1.7, $F = 1.88$, $P < .05$) Harria - Premsia (table No. 4.1.8, $F = 19.27$ $P > .01$) Alaxia-Protension (table No. 4.1.9, $F = 4.58$, $P > .01$) Praxernia Autia (Table No. 4.1.10, $F = 4.33$ $P > .01$) Artlessness Shrewdness (Table No. 4.1.11, $F = 10.33$ $P > .01$), untroubled - A deguacy-Guilt proneness (table No. 4.1.12, $F = 2.42$ $P < .05$) Conservatism - Radicalism table No. 4.1.13 $F = 11.48$ $P > .01$), Group Adherence - Self Sufficiency (table No. 4.1.14 $F = 20.75$, $P > .01$) Low integration - High self concept control (table No. 4.1.15 $F = 6.74$, $P > .01$), and low - high Ergic tension (table No.4.1.16, $F = 4.14$, $P > .01$).

Out of 16 F values, 11 have been found to be significant. Lower higher scholastic mental Capacity, Desurgency - Surgency Weaker stronger super ego strength, Harria-Premsia, Alaxia Protension, Praxernia - Autia, Artlessness - Shrewdness, conservatism - Radicalism, Group Adherenceself sufficiency, Low integration High Self concept control, Low High Ergic tension. All of these 11 significant F-Values have been found to be significant at .01 level.

The personality trait on which F-Values have not been found significant are Sizothymia - Affectothymia, Lower-higher Ego Strength, submissiveness-dominance, threctia Parmia, Untroubled Adequacy - Guilt proneness. Now the trait wise discussion of the F values will be presented.

Sizothymia - Affectothymia is the first personality trait on which F - Value has not been found significant (table No.4.1.1 F = 2.03, $P < .05$) Statistical results indicate that the students of Brahmin, Vaishya, Khatriya & Scheduled Castes are similar of this personality trait. They all therefore tend to be fairly going, good nature and adaptable.

F value on lower higher scholastic mental capacity trait (Table No. 4.1.2, F = 35.98 $P > .01$) has been found significant at .01 level. This is the most Charactersitic trait on which the students of different castes have been found to differ significantly. Further discussion of the results based on mean

values and their paired differences has been presented in the table No. 4.2.1.

F- Value for lower higher Ego strength personality trait has been found in significant (table No. 4.1.3, $F = .64$ $P < .05$). Students of different castes are all alike so far as the development of this trait is concerned. Clearly the students of Bhramin Khatriya, Vaishya & Scheduled Castes tend to be nither highly affected by feeling, Changeable and plastic nor highly emotionally stable, mature and unruffled.

Submissiveness - dominance in the personality trait on which F value also has not been found significant (table No.4.1.4 $F = .34$ $P < .05$) statistical results clearly indicates that the students of four different caste are same on this trait combined Mean personality trait score ($F = 5.88$) suggest all of them to be self assured, assertive and independent minded.

"Desurgency - Surgency is the personality trait on which F value (Table No. 4.1.5, $F = 6.94$, $P > .01$) has been found to be significant. Significant F value suggests that the students of different caste tend to differ significantly on this trait. Further discussion of the results based on mean differences have been presented in table No. 4.2.2.

F Vlaues for weaker - Stronger super Ego strength personality trait (table No. 4.1.6, $F = 14.20$ $P > .01$) has been found to be fairly significant. Evidently the students of

Brahmin, Vaishya, Khatriya & Scheduled castes are different on this personality trait. Further discussion of the results based on mean differences have been presented in table No. 4.2.3.

F - Value on Threctia - Parmia "personality trait (table No. 4.1.7 F = 1.88, $P < .05$) has been found insignificant. The students of the four castes in question are similar on this trait combined mean personality score ($M = 5.16$) suggest all of them to be restrain dejected and timid.

F - Value on "Harria - Premsia" personality trait (table No. 4.1.8, F = 19.27, $P > .01$) has also been found fairly significant. Further discussion of the results based on mean values and their paired difference has been presented in the table No. 4.2.4.

Brahmin, Vaishya, Khatriya, Scheduled caste boys students have been found significant on Alaxia - Protension personality trait (table No. 4.1.9, F = 4.58, $P, > .01$). Further discussion of the result based on mean Values and their paired difference has been presented in the table No. 4.2.5.

Praxernia-Autia is the personality trait on which F - Value has also been found significant (table No.4.1.10, F = 4.33, $P > .01$). The students of four different castes have been found to differ significantly on this personality trait. Further discussion of the results have been presented in table No. 4.2.6.

F-Value for Artlessness - Shrewdness personality trait has been found to be fairly significant (table No. 4.1.11, F = 10.33, P > .01). Further discussion of the results based on paired differences in Mean have been presented in table No. 4.2.7.

Untroubled Adequacy - Guilt proneness in the personality trait on which F - Value (table No. 4.1.12, F = 2.42, P< .05) has not been found significant. All the four type of students are similar so far as the development of this trait is concerned. Combined mean personality trait score (M = 5.55) suggest that all of them to be depressed, moody, worry and brooding.

F-value on conservatism - Radicalism personality trait has been found significant (table No. 4.1.13, F = 11.48, P > .01) Students of different caste differ significantly on this trait. Further discussion of the results based on mean difference have been presented in table No. 4.2.8.

Group Adherence - Self sufficiency, this trait revealed also significant difference. F-Value for this trait is (Table No. 4.1.14, F = 20.75 P>.01). Further discussion of the results based on mean differences have been presented in table No. 4.2.9.

As revealed by significant F - Value (table No. 4.1.15, F = 7.74, P >.01) the students of different caste differ

significantly on low integration High self concept control. Further discussion of the results have been presented in table No. 4.2.10.

F-Value for Brahmin, Vaishya, Khatriya & Scheduled caste boy students have also been found significant (Table No. 4.1.16, F= 4.14 P $>$.01) on low high ergic tension personality trait. Further discussion of the results based on mean values and their paired differences has been presented in the table No. 4.2.11.

5.2 Discussion of the mean differences obtained after subjecting personality trait data to difference method (A test of the significance of the difference between means.")

Out of 16 personality traits only 11 F values have been found significant, F test-gives information about over all significance of the difference among varions group means. In order to find out the significance of the difference between any two means, calculation of critical Ratio or t-value is necessary, But if size of the various subgroup is equal than an easier short cut of the above mentioned tests of significance, that is "differences method " can be used conviniently. This method has been adopted here to test the significance of the difference between two means.

5.2.1 Discussion of the mean differences obtained after Comparing the mean personality trait Scores of the adolescent boys students belonging to the Brahmin & Vaishing Castes.

Mean differences have been calculated between Brahmin & vaishya students on the 11 personality traits, namely, lower higher scholartic mental capacity, desurgency- surgency, weaker stronger super ego strength harria-premsia, alaxia-protension, praxornia- Autia, Artilessness- shrewdness, conservatism-Radicalism, Group Adherence-self sufficiency, Low integration-High self concept control, Low high ergic tension.

Desurgency - Surgency, weaker stronger super ego strength, Harria premsia, Artlessness shrewdness, conservatism- R dicatism Group. Adherence self sufficiency, Low integration High self concept control, Low High ergic tension, are the personality trait on which mean differences have been found significant Lower Higher scholastic mental capacity, Alaxia-Protension, Praxernia - Autia are the personality trait on which mean differences have not been found significant.

Lower Higher scholastic mental capacity is the personality trait on which the Brahmin & Vaishya students have not been found to differ significantly. Mean difference (Table No.4.2.1 $D = 0.18$, $P < .05$) on this personality trait has not been found significant. Hence mean personality trait score of, Brahmin

& Vaishya boy students (MB = 6.60) (MV = 6.42) are slightly different only by chance, they both infact tend to be quick to learn & grasp new ideas.

Desurgency - Surgency is the personality trait on which the boys students of Brahmin & vaishya caste differ significantly. Mean difference (Table No. 4.2.2 D = 1.32 $P > .01$) has been found highly significant. A higher mean personality trait score of Brahmin students ($M_B = 6.06$) suggest them to be more surgent. They there fore tend to be more happy -go-luck,carefree and active as Compared to Vaishya students, Mean, personality trait score of vaisya students, on the other hand, tend to be slightly lower ($M = 4.7$). They there fore tend to be more disurgent, sober and introspective as compared to their Brahmin Colleagues.

Weaker stronger super ego strength is the personality trait on which the students of Brahmin & Vaishya Caste have been found to differ very significantly. Mean defference (Table No. 4.2.3, D = 1.66, $P > .001$) on this personality trait has been found highly significant. Clearly mean personality trait scores of Brahmin students (MB = 4.22) and Vaishya students (MV = 5.88) are highly different. Mean personality trait score of Brahmin students suggest them to be confirm to rules. They are much expedient , on the other hand Vaishya students are sliglity much conscientious dominated by sense of duty, planful & moralistic.

On Harria - Premsia personality trait, Brahmin & Vaishya students have been found to differ fairly significantly (Table No. 4.2.4 D = 1.38 $P > .001$). The mean personality trait score of Brahmin Students is (M_B = 5.54). They tend to be neither highly self reliant, realistic and responsible, nor highly tender minded dependent, over protected and sensitive. The mean personality trait score of Vaishya students is (M_V = 6.92). Hence they are much tender minded, dependent and sensitive and artistic in nature.

Alaxia protension in the personality trait on which the mean difference (Table No. 4.25 D = 0.20 $P < .05$) has not been found significant . Mean personality trait of Brahmin students (M_B = 6.54) and Vaishya students (M_V = 6.34) suggest that both tend to be suspicions, mistrusting and having doubtful.

Praxernia - Autia is the personality trait on which the mean difference (Table No. 4.2.6 D = 0.38, $P < .05$) has also not been found significant Mean personality score of Brahmin student is (M_B = 6.62) and that of Vaishya students is (M_V = 6.24). So they both have the tendency to be imagination and they are obivios of particular people and physical realities.

Mean difference on Artlessness shrewdness personality trait (Table No. 4.2.7, D = 0.98, $P > .01$) has been found fairly significant. The mean personality trait score of Brahmin students is (M_B = 5.32) and Vaishya students is (M_V = 6.30).

The Vaishya students, there fore that to be experienced, worldly & shrewd. On the other hand the Brahmin students are neither highly unsophisticated, sentimental and simple nor highly shrewd & worldly.

Conservatism - Radicalism in the personality trait on which the mean difference (table No. 4.2.8, $D = 1.44$, $P > .001$) has been found highly significant. Mean personality trait score Brahmin students ($M_B = 5.92$) & Vaishya students ($M_V = 7.36$) are fairly different. Vaishya students manifest the tendency to be more critical libral, analytical & of free thinking. But the Brahmin students are neither much conservative & nor liberal, critical & of free thinking.

Mean difference on Group - Adherence self sufficiency personality trait (Table No. 4.2.9 $D = 1.94$, $P > .001$) has also been found highly significant Mean personality trait score of Brahmin student ($M_B = 5.48$) & Vaishya students ($M_V = 7.42$) are fairly different. The students of Brahmin caste are neither temperamentally independent and to be resourceful, nor refers to the tendency to prefer to work and make decisions with other people. On the other hand the student of Vaishya caste are self Sufficient, tempramentally independent and to be resourceful.

Low integration - High self concept control is the personality trait on which the mean difference (Table No.4.2.10,

D = 1.28 $P > .001$) has been found fairly significant. Mean personality trait score of Brahmin students is (M_B = 4.98) Hence it suggests them to be careless of protocol and to follow their own urges. On the other hand Vaishya students (M_V = 6.36) have strong control over emotions and general behaviour, they are socially aware and careful.

Lastly mean difference on low-high ergic tension personality trait (table No. 4.2.11, D = 1.06, $P > .001$) has been found significant. Mean trait score of Brahmin students is (M_B = 6.22) It suggests that they tend to be frustrated, driving & over wrought mean trait score of vaishya students is (M_V = 5.16) they therefore neither much relaxed, composed & satisfied, nor frustrated and over wrought.

5.2.2 Discussion of the mean differences obtained after compar the mean personality trait scores of the adolescent boy students of Brahmin & Khatriya Castes.

Mean difference on "lower-higher Scholastic mental capacity" personality trait (table No. 4.2.1 D = 2.18 $P > .001$) has been found significant Mean trait score of Brahmin students is (M_B = 6.60) they there fore are more intelligent, and having the tendency to be quick to grasp ideas. On the other hand Khatriya students are Less intelligent and slow to learn & grasp in comparison to the Brahmin students.

Desurgency-Surgency "is the personality trait on which mean difference (table No. 4.2.2 D = 0.22 $P < .05$) has been found in significant. Mean trait scores of Brahmin (M_B = 6.06) & Khatriya (M_K = 5.84) are slightly different by chance. They both infact tend to be slightly Cheerful, active, talkative, frank and carefree.

Mean difference on "Weaker stronger super ego strength "(Table No. 4.2.3, D = 0.08 $P < .05$) has also been found insignificant. Mean personality trait score of Brahmin students (M_B = 4.22) & Khatriya students (M_K = 4.30) are simalar in fact. They both are having the tendency to conforming to rules. and expedient in nature.

"Harria - Premsia " is the personality trait on which the mean difference (table No. 4.2.4, D = 0.88 $P > .05$) has been found fust significant Mean trait scores of Brahmin students (M_B = 5.54) and Khatriya students are slightly different (M_K = 4.66) Khatriya students are tough minded practical, realistic, independent & responsible on the other hand Brahmin students are neither much tough minded, practical, independent & responsible and nor much dependent, over protected & sensitive.

"Alaxia-Protension" is the personality trait on which the mean difference (table No. 4.2.5 D = 0.68, $P < .05$) has been found in significant. Mean trait scores of Brahmin & Khatriya students are, in fact, (M_B = 6.54) (M_K = 5.86) different by

chance, They both the tendency to be slightly mistrusting and doubtful.

Mean difference on "Praxernia - Autia" personality trait (table No. 4.2.6, D = 0.54, $P < .05$) has also been found insignificant. Mean trait scores of Brahmin & Khatriya students are (M_B = 6.62) & (M_K = 6.08) slightly different. So they both have tendency to be anxious to do right thing and attendable to practical matter.

Artlessness shrewdness "is the personality trait on which mean difference (table No. 4.2.7 D = 0.20, $P < .05$) has also not been found significant. Nearly similar Mean trait scores of Brahmins & Khatriya students (M_B = 5.32) (M_K = 5.12) suggest that they both are neither unsophisticated, sentimental & simple and nor much experienced worldly and shrewd.

Conservatism - Radicalism is the personality trait on which the mean difference (table No. 4.2.8, D = 0.24, $P < .05$) has further been found insignificant, the mean trait Scores of Brahmin students (M_B = 5.92) & Khatriya students (M_K = 5.68) are having slight difference. Hence both are similar on this trait. They therefore, tend to be Critical, liberal & free thinker.

Mean difference on "Group Adherence self sufficiency personality trait (table No. 4.2.9 D = 0.56 $P < .05$) has been

found in significant the students of Brahmin caste & Khatriya caste have no difference on this trait their mean scores are (M_B = 5.48) & (M_K = 4.92) They both refer to the tendency to prefer to work and to accept the decisions of others.

Low integr tion High self concept control in the personality trait on which the mean difference (table No. 4.2.10, D = 0.10 $P < .05$) has been found insignificant. The students of both caste are similar for this trait. Their mean scores are (M_B = 4.98) & (M_K = 4.88). They both refer to the tendency to be careless of protocol and to follow one's own urges.

On low -High Ergic tension personality trait the mean difference (table No. 4.2.11, D = 0.36 $P < .05$) has also been found insignificant. The mean personality trait score of Brahmin students (M_B = 6.22) & Khatriya students (M_K = 5.86) suggest both of them having the tendency to be frustrated driving & over wrought.

5.2.3 Discussion of the mean differences obtained after comparing the mean personality itrait scores of the adolescent boy students of Brahmin & Scheduled Castes.

Mean difference on lower higher scholastic mental capacity (table No. 4.2.1, D = 2.23 $P > .001$) has been found highly significant. Mean trait score of Brahmin students is (M_B = 6.60) & Scheduled Caste students is (M_S = 4.36). Larger

difference on this trait suggest Brahmin students to be more intelligent, qucik to learn & grasp new ideas. On the other hand Scheduled Caste students are less intelligent & slow to learn & grasp.

Desurgency - Surgency is the personality trait on which the means difference (table No. 4.2.2 $D = 0.08$ $P < .05$) has been found insignificant. The mean trait scores of Brahmin students ($M_B = 6.06$) & S.C. students ($M_S = 5.92$) have slightly difference. They both infact have the tendency to be self assured, assentive and insdependent minded.

Weaker - Stronger super ego strength is the personality trait on which mean difference (table No. 4.2.3 $D = 0.08$ $P < .05$) has also been found insignificant. Their mean trait scores ($M_B = 4.22$) & ($M_S = 4.14$) are just same. Both type of students are expedient & conform to rules.

"Harria - Premsia is the pensonality trait on which the mean difference (table No. 4.24 $D = 1.06$ $P > .01$) has been found fairly significant. The mean trait Score of Brahmin students is ($M_B \fallingdotseq 5.54$). They are neither much practical, realistic, independent & responsible & nor they are much dependent, over protected & sensitive as compared to their scheduled caste ($M_S = 4.48$) colleagues.

The mean difference on "Alaxia - Protension" pensionality trait (table No. 4.2.5 $D = 1.22$ $P > .01$) has also been found

significant mean trait score of Brahmin students ($M_B = 6.54$) & Scheduled caste students ($M_S = 5.32$) are fairly different. The Brahmin students tend to be mistrusting & doubtful. They are suspicious in nature. On the other hand Scheduled Caste students are neither Cheerful, free of jealous tendencies & adaptable & nor much suspicious & mistrust.

Praxernia Autia is the pensonality trait on which the mean difference (table No. 4.2.6 D = 1.24 $P > .01$) has also been found significant. The mean trait score of Brahmin students is ($M_B = 6.62$). They there fore, unconventional, Self motivated & imaginatively creative. But the Scheduled caste students ($M_S = 5.38$) on the other hand, are neither so anxious to do right thing and nor they are self motivated & imaginatively creative.

Mean difference on "Artlessness Shrewdness personality trait (table No. 4.2.7 D = 1.12 $P > .01$) has been found significant. The mean trait score of Brahmin students ($M_B = 5.32$) suggests that they are experienced some what shrewd as campared to the Scheduled Caste students. Scheduled caste are just unsophisticated, simple & sentimental. The mean trait score of Scheduled Caste students is ($M_S = 4.20$).

"Conservatism - Radicalism" is the pensonality trait on which the mean difference (table No. 4.2.8, D =0.72 $P < .05$) is

in significant the mean trait score of Brahmin students (M_B= 5.92) & Scheduled Caste students (M_S = 5.20) is just having a slightly difference. Both, in fact have the Similar qualities for this trait. They tend to be neither too much conservative & nor much experimental, liberal & of free thinker.

The mean differences on "Group Adherence self sufficiently personality trait (table No. 4.2.9 D = 0.34, $P < .05$) has been found insignificant. The mean trait score difference between Brahmins (M_B = 5.48) & Scheduled caste students (M_S = 5.14) is just different only by chance. Actually they posses the same tendency of prefering the work and to accepting the decisions of others.

Low integration - High Self concept control is the personality trait on which mean difference. (table No. 4.2.10 D = 0.24) $P < .05$) has been found insignificant their mean trait scores (M_B = 4.98) (M_S = 5.22) having no significant difference suggest both of them to be careless of protocol and to follow one's own urges.

The mean difference (table No. 4.2.11, D = 0.54 $P < .05$) on Low -High ergic tension" personality trait has been found insignificant the mean trait score of Brahmin students (M_B = 6.22) & scheduled caste students (M_S = 5.68) have slight difference i.e. due to chance. Infact both are having the tendency to be frustrated, driving & overwrought.

5.2.4 Discussion of the mean differences obtained after Comparing the mean personality trait scores of the adolescent boy students of Vaishya & Scheduled Castes.

On "Lower Higher Scholastic mental capacity the mean difference (table No. 4.2.1 D = 2.06 $P > .001$) has been found highly significant. The mean personality trait score of vaishya Student ($M_V = 6.42$) & Scheduled Caste students($M_S = 4.36$) reveal that Vaishya students are more intelligent & quick to learn & grasp on the other hand Scheduled caste students are less intelligent & slow to learn & grasp.

"Desurgency - Surgency" is the personality trait on which the mean difference (table No. 4.2.2 D = 1.23, $P > .001$) has been found fairly significant. An observation of mean personality trait scores of Vaishya ($M_V = 4.74$) & Scheduled Caste ($M_S = 5.98$) students reveal that Vaishya students are sober and introspective & Schedule Caste students are sligtly Cheerful, active, talkative & carefree.

The mean difference on weaker stronger super Ego Strength personality trait (table No. 4.2.3 D = 1.74 $P > .001$) has been found significant. Mean personality trait scores of Vaishya ($M_V = 5.88$) & Scheduled Caste ($M_S = 4.14$) students suggest that Vaishyas tend to be slightly dominated by sense of duty planful & moralistic. But the Schedule Caste students on the

other hand are expedient & having the tendency to conform to rules.

"Harria Premsia" is the personality trait on which the mean difference (table No. 4.2.4 D = 2.44 $P > .001$) has been found highly significant. The mean trait score of Vaishya students ($M_V = 6.92$) suggest them tending to be dependent, over protected & sensitive. But on the other hand Scheduled caste students ($M_S = 4.48$) tend to be practical, realistic independent.

Mean difference on "Alaxia Protension" personality trait (table No. 4.2.5 D = 1.02, $P > .01$) has been found fairly significant. Mean personality trait scores of Vaishya students ($M_V = 6.34$) & Scheduled Caste students($M_S = 5.32$) are different. Students of Vaishya Caste tend to be suspicious, they have the tendency to mistrust & doubt. But Scheduled Caste students tend to be neither free of Jealous, Cheerful, concerned about other people and to be a good team worker nor highly suspicious, mistrusting and doubtful.

Prexernia Autia is the personality trait on which the mean difference (table No. 4.2.6 D = 0.86, $P > .05$) has been found just significant. An observation of mean personality trait scores of Vaishya students ($M_V = 6.24$) & Schedule Caste ($M_S = 5.38$) students reveal different type of trends. The Vaishya students tend to be unconventional, self motivated & imaginatively creative. But the Scheduled Caste students are

neither highly anxious to do right things, and subjetive to matter and nor they are highly imaginatively,creative and self motivated.

"Artlessness Shrewdness" is the personality trait on which the mean difference (table No. 4.2.7, $D = 2.10$ $P > .001$) has been found highly significant. The mean trait score of Vaishya students ($M_V = 6.30$) reveals that they tend to be shrewd, wordly and penetrating, while the mean trait score of Schedule Caste students ($M_S = 4.20$) suggests that they are unsophisticated, sentimental & simple.

The mean difference Value on "Conservatism - Radicalism" personality trait (table No. 4.2.8 $D = 2.16$ $P > .001$) has been found highly significant. The mean personality trait score of Vaishya students ($M_V = 7.36$) & Scheduled Caste students ($M_S = 5.20$) are different. Vaishya students tend to be fairly critical libral, analytical & free thinker, But the Scheduled caste students are neither highly conservative & nor highly critical, libral and analytical.

"Group-Adherence self sufficiency" is the personality trait on which the mean difference (table No. 4.2.9 $D = 2.28$ $P > .001$) has also been found highly significant. The mean personality trait scores of Vaishya students ($M_V = 7.42$) & Scheduled Caste students ($M_S = 5.14$) differ significantly. They suggest the vaishya students tend to be self sufficient, tempramently independent and to be resourceful, but on the other hand

Scheduled Caste students tend to be neither highly Group dependent & prefer to work and make decisions with other people & depend on social approval nor highly self sufficient, independent & resourceful.

Mean difference on How integration - High self concept control" personality trait (table No. 4.2.10, D= 1.14, $P > .01$) has also been found significant. The mean personality trait scores of Vaishya students ($M_V = 6.36$) & Scheduled Castes Students ($M_S = 5.22$) are different Significantly. Vaishya students tend to have strong control over emotions and general behaviour & they are socially aware and careful & to make self respect. The students of Scheduled are neither undisciplined & self conflicted & nor they have strong control over emotions as compared to the Vaishya students.

"Low-High Ergic tension" is the personality trait on which the mean difference (table No. 4.2.11, D = 0.52, $P < .05$) has been found insignificant. Their mean personality trait Scores ($M_V = 5.16$) & ($M_S = 5.68$) having no significant difference Hence both Vaishya & Schedule Caste students are neither tend to be highly relaxed,composed & Satisfied, nor they are highly highly frustrated driving & over wrought.

5.2.5 Discussion of the mean differencess obtained after Comparing the mean personality trait Scores of the Vaishya & Khatriya castes students.

On "Lower-Higher Scholastic mental Capacity" personality trait, mean difference value (table No. 4.2.1, $D = 2.00$, $P > .001$) has been found highly significant. The mean personality trait score of Vaishya students ($M_V = 6.42$) reveals that they tend to be more intelligent & quick to learn & grasp ideas but on the other hand Khatriya students mean trait Score ($M_K = 4.42$) reveals that they are less intelligent & slow to learn & grasp ideas in camparison to the Vaishya students.

"Desurgency-Surgency" is the personality trait on which the mean difference (table No. 4.2.2 $D = 1.1$, $P > .01$) has been found significant. The mean personality trait Score of Vaishya students ($M_V = 4.74$) suggerts them to be slightly more sober, reticent and introspective. The mean personality trait score of Khatriya students ($M_K = 5.84$) suggests them to be slightly more Cheerful, active, talkative, frank & Carefree.

Mean difference on "weaker-Stronger super ego strength" personality trait (table No. 4.2.3 $D = 1.58$, $P > .001$) has been found highly significant. Mean personality trait score ($M_V = 5.88$) of Vaishya students reveal that they tend to be slightly dominated by sense of duty, planful and moralistic The mean trait score of Khatriya students($M_K = 4.30$) reveals that they tend to be slightly expedient & have tendency to conform to rules.

"Harria - Premsia" is the persenality trait on which the mean difference (table No. 4.2.4 D = 2.26 $P > .001$) has been found fairly significant. The mean trait scores of Vaishya students ($M_V = 6.22$) & Khatriya students ($M_K = 4.66$) have significant difference. The Vaishya students tend to be tender minded, dependent, over protected & sensitive. But on the other hand Khatriya students are tough minded, practical, realistic, independent and responsible.

"Alaxia - Protension" in the personality trait on which the mean difference (table No. 4.2.5, D = 0.48 $P < .05$) has not been found significant. The mean personality trait scores of Vaishya students ($M_V = 6.34$) & Khatriya students ($M_K = 5.86$) are not different significantly. They both possess the tendency of mistrust & doubt.

The mean difference on "Praxernia Autia" personality trait (table No. 4.2.6, D = 0.16 $P < .05$) has also found insignificant. The mean personality trait Scores of Vaishya Studnets ($M_V = 6.24$) & Khatriya students ($M_K = 6.08$) are just Similar The difference appearing is only by Chance. Both tend to be anxious to do right things and attendable to practical matter.

"Artlessness -Shrewdness" is the personality trait on which the mean difference (table No. 4.2.7, D = 1.18 $P > .01$) has been found significant. The mean personality trait score of Vaishya students ($M_V = 6.30$) reveals that they tend to be

experienced wordly & Shrewd. The mean trait score of Khatriya students (M_K = 5.12) suggests that they are neither highly unsophisticated, sentimental & simple, nor they are highly worldly & shrewd as compare to their Vaishya Colleagues. Conservatism - Radicalism is the personality trait on which the mean difference (table No. 4.2.8 D = 1.68, $P > .001$) has been found highly significant. The mean trait scores of Vaishya Students (M_V = 7.36) & Khatriya students (M_K = 5.68) differ fairly significantly. Both type of students tend to be critical, liberal and of free thinking. But this tendency of being liberal & free thinker is more developed in Vaishya students as Compared to the Khatriya students.

"Group-Adherence self sufficiency" is the personality trait on which the mean difference (table No. 4.2.9 D = 2.50 $P > .001$) has been found fairly significant. The mean trait score of Vaishya students (M_V = 7.42) suggests that they tend to be self sufficient and resourceful,& the mean trait score of khatriya students (M_K = 4.92) suggests that they tend to be group dependent, prefer to work and to accept the decisions of others.

The mean difference on "Low-integration-High self concept control" personality trait (table No. 4.2.10, D =1.48 $P > .001$) has again been found highly significant. The mean personality trait &Scores are (M_V = 6.36) & (M_K = 4.88). Hence

the Vaishya students tend to have strong control over emotions and general behaviour while the Khatriya students have the tendency to be Careless of protocol and to follow one's own urges.

"Low High Ergic tension" is the personality trait on which the mean difference (table No. 4.2.11 D = 0.70, $P > .05$) has been found just significant. The mean personality trait scores of Vaishya Students ($M_V = 5.16$) & Khatriya students ($M_K = 5.86$) have slight difference. Khatriya students have the tendency to be frustrated driving & over wrought. On the other hand Vaishya students neither tend to be highly relaxed sedate and satisfied, nor they are highly frustrated and overwrought.

5.2.6 Discussion of the mean differences obtained after Comparing the mean Personality trait scores of the Khatriya Scheduled Caste adolescent boys students.

Mean difference, on "lower Higher Scholastic mental capacity" (personality trait (table No. 4.2.1, D = 0.06; $P < .05$) has not been found significant. The mean trait scares of Khatriya students ($M_K = 4.42$) & Scheduled Caste students ($M_S = 4.36$) are just same. Hence both are less intelligent & slow to learn and grasp ideas.

Desurgency - Surgency is the personality trait on which the mean difference (table No. 4.2.2, D = 0.14, $P < .05$) has

also been found in significant. The mean trait scores of Khatriya students ($M_K = 5.84$) & Schedule Caste students ($M_S = 5.98$) are similar having very minute difference. So they both, tend to be cheerful, active, frank & carefree.

Weaker stronger Super ego strength is the personality trait on which the mean difference (table No. 4.2.3, D = 0.16 $P < .05$) has also been found insignificant. The mean trait scores of Khatriya students ($M_K = 4.30$) & Scheduled Caste Students ($M_S = 4.14$) have no significant difference. So they both are expedient & refer to the tendency to confirm to rules,

"Harria - Premsia" is the personality traist on which mean difference (table No. 4.2.4, D = 0.18, $P < .05$) has further not been found significant. The mean trait scores of Khatriya students ($M_K = 5.86$) & Schedule Caste students ($M_S = 5.32$) have very slight difference i.e by Chance. Actually they both tend to be mistrusting & doubtful.

Praxernia Autia is the personality trait on which mean difference (table No. 4.2.6, D = 0.70, $P > .05$) has been found just Significant. The mean trait Score of Khatriya students ($M_K = 6.08$) reveals that they tend to be unconventional, self motivated & imaginatievely Creative. But on the other hand Scheduled Caste students, mean trait score (M_S=5.38) are neither self motivated & imaginatively creative & nor

anxious to do right things & attendable to practical matters.

"Artlessness-Shrewdness" is the personality trait on which mean difference (table No. 4.2.7, D = 0.92, $P > .05$) has been found significant. The mean trait score of Khatriya students ($M_K = 5.12$) reveals that they tend to be neither highly unsophisticated & simple, nor they are much polished worldly & shrewd. But the mean trait score of Scheduled Caste students ($M_S = 4.20$) suggests that they are unsophisticated, sentimental and simple.

The mean difference on "conservatism - Radicalism" personality trait (table No. 4.2.8, D = 0.48, $P < .05$) has been found insignificant. The mean personality trait scores of Khatriya students ($M_K = 5.68$) & scheduled Caste students ($M_S = 5.20$) have a slight difference only due to chance. Actually they both tend to be critical, liberal & free thinker.

"Group Adherence self sufficiency" is the personality trait on which the mean difference (table No. 4.2.9, D = 0.22, $P < .05$) has been found insignificant. The mean trait scores of students ($M_S = 5.14$) are similar having no significant difference. So they both tend to be self sufficient and resourceful.

Mean difference on "Low integration-High self concept control" personality trait (table No. 4.2.10, D = 0.34, $P < .05$) has also been found insignificant. The mean trait scores of

Khatriya & Scheduled Caste students ($M_K = 4.88$) & ($M_S = 5.22$) suggest both of them to be careless of protecal and to follow one's own urges.

Lastly Low-High Ergic tension" is the personality trait on which the mean difference (table No. 4.2.11, D = 0.18, $P < .05$) has not been found significant. The mean trait scores of Khatriya & Scheduled Caste students ($M_K = 5.86$) & ($M_S = 5.68$) reveal that both of then tend to be frustrated driving & overwrought.

CHAPTER - VI

CONCLUSIONS

Having organised and analysed the data and thereby interpreting them in last two chapters, now we are at a stage of concluding them.

Before embarking on conclusions let us recall the objectives set forth in the first Chapter. The objectives of the present study were as follows:-

1. To find out the personality traits common in Brahmin, Vaishya, Khatriya & Scheduled Caste adolescent boys students.

2. To ascertain the personality traits distinctive to Brahmin, Vaishya, Khatriya & S.C. adolescent boys students.

The conclusion in context of the above Objectives are proposed to be presented under the following headings.

6.1 Personality traits of Brahmin, Vaishya, Khatriya & Scheduled Caste adolescent boys students.

6.2 Personality traits of Brahmin & Vaishya students.

6.3 Personality traits of Brahmins & Khatriya students.

6.4 Personality traits of Brahmins & Scheduled Caste students.

6.5 Personality traits of Vaishya & Scheduled Caste students.

6.6 Personality traits of Vaishya & Khatriya students.

6.7 Personality traits of Khatriya & Scheduled caste students.

6.1 Personality traits of Brahmin, Vaishya, Khatriya & Scheduled caste students.

1. Brahmin, Vaishya, Khatriya & Scheduled Caste students have been found to differ significantly on 11 personality traits, namely Lower - Higher scholastic mental capacity, Desurgency- Surgency, weaker-Stronger super ego strength. Harria - Premsia, Alaxia Protension, Prexernia-Autia, Artlessness-Shrewdness, Conservatism - Radicalism, Group Adherence Self sufficiency, Low integration. High self concept control, Low High Ergic tension.

2. All the 11 personality traits have been found significant at .01 level.

3. Brahmins, Vaishya, Khatriya & Scheduled caste students have not been found to differ significantly on 5 personality traits, namely, sizothymia - Affectotheymia, Lower Higher ego strength, Submissiveness dominance. Threctia-Parmia and untroubled Adequacy Guilt proneness.

4. Brahmin, Vaishya, Khatriya & Scheduled Caste students as a whole tend to be Affectothymic posses neither lower & nor highly ego strength, Dominent character, neither highly threctiac & nor highly Parmiac, neither highly untroubled Adequate & nor highly Guilt prone.

6.2 Personality traits of Brahmin & Vaishya Students.

1. Brahmin & Vaishya students have been found to differ significantly on 8 personality traits namely Desurgency-Surgency, weaker, stronger super ego strength, Harria premsia, Praxernia Autia, Artlessness-Shrewdness, Conservatism Radicalism, Group Adherence self sufficiency Low integration-High self concept control and Low-High ergic tension.

2. Desurgency-Surgency, weaker stronger super ego-strength. Harria -Premsia, Conservatism - Radicalism, Group Adherence self sufficiency, Low integration - High self concept control are the personality traits on which Brahmins & Vaishya students have been found to deffer significant at .001 level.

3. Artlessness shrewdness and Low-High Ergic tension are the personality traits on which Brahmin & Vaishya students have been found to differ significantly at .01 level.

4. Brahmin students tend to be more surgent, posses weaker super ego strength, neither highly harriac, nor highly premsicec, neither highly artless nor highly shrewd, slightly radical

neither highly group adherent nor highly self sufficient, moderate on low integration high self concept control and high Ergic tension as campared to Vaishya Students.

5. Vaishya students tend to be desurgent & have more stronger super ego strength, Premsiac, much shrewd, Radical, self Sufficient, high self concept control, neither low & nor high Ergic tension as Compared to Brahmin students.

6. Brahmin & Vaishya students have not been found to differ significantly on lower-Higher Scholastic mental capacity, Alaxia-Protension, Praxernia-Autia.

7. Brahmin & Vaishya students, both tend to pesses Higher Scholastic mental capacity, protensionic & Autiac.

6.3 Personality traits of Brahmins & Khatriya students:

1. Brahmins & Khatriya students have been found to differ significantly on only two personality traits, namely lower-Higher scholastic mental capacity and Harria-Premsia.

2. Lower Higher Scholastic mental capacity is the personality trait on which Brahmin & Khatriya students have been found to differ significantly at .001 level.

3. Harria - Premsia is the personality trait on which Brahmins & Khatriya students have been found to differ significantly at .05 level.

4. Brahmin students tend to have more Higher scholastic mental capacity, & Premsiac as Compared to the Khatriya students.

5. Khatriya students tend to posses Lower scholastic mental capacity & Harriac as compared to the Brahmin students. Brahmins & Khatriya students have not been found to differ significantly on Desurgency-Surgency, weaker stronger super ego strength, Alaxia protension, Praxernia Autia, Artlessness Shrewdness, conservatism- Radicalism, Group Adherence self sufficiency low integration High self concept control, and Low-High Ergic tension personality traits.

7. Brahmin & Khatriya students both tend to be surgent, weaker super ego strength, more protensionic, Autiac, neither highly Artless nor highly shrewd, Radicalist, neither, highly group adherent nor highly self sufficient low integrated concept control & High Ergic tense.

6.4 Personality traits of Brahmin & Scheduled Caste students:

(1) Brahmin & Scheduled Caste students have been found to differ significantly on five personality traits namely lower-Higher scholastic mental Capacity, Harria premsia, Alaxia Protension Praxernia-Autia, Artlessness - Shrewdness.

(2) Lower-Higher scholastic mental capacity is the personality trait on which Brahmin & Scheduled Caste students have

been found to differ significantly at .001 level.

3. Harria-Premsia, Alaxia - Protension, Praxernia Autia, Artlessness - Shrewdness are the personality traits on which Brahmin & Scheduled caste students have been found to differ significantly at .01 level.

4. Brahmin students tend to posses higher scholastic mental capacity, Premsiac, protensionic, more Autiac & neither highly shrewd & nor Artless as compared to Scheduled caste students.

5. Scheduled caste students tend to posses lower scholastic mental capacity, Harriac, neither highly alaxiac, nor protensionic, neither highly Praxerniac nor highly Autiae, & Shrewd as compared to Brahmin students.

6. Brahmin & Scheduled Caste students have not been found to differ significantly on Desurgency-Surgency weaker stronger super ego strength, conservatism-Radicalism, Group-Adherence self sufficiency, low integration high self concept control, low High Ergic tension.

7. Brahmin & Scheduled Caste students both tend to be surgent, possessing weaker super ego strength neither highly conservative, nor highly Radical, Group Adherent, low integration concept control & High Ergic tension.

6.5 Personality traits of Vaishya & Scheduled caste Students.

1. Vaishya & Scheduled Caste students have been found to differ significantly on 10 personality traits namely, Lower Higher Scholastic mental capacity, Desurgency-Surgency, weaker stronger super ego strength, Harria-Premsia, Alaxia Protension. Praxernia Autia, Artlessness shrewdness, conservatison-Radicalism Group Adherence self sufficiency, Low integration high self concept control.

2. Lower Higher scholastic mental capacity, Desurgency-Surgency, weaker stronger super ego strength, Harria-Premsia, Artlessness-Shrewdness, Conservatism- Radicalism, Group Adherence self sufficiently are the personality traits on which the Vaishya & Scheduled Caste students have been found to differ significantly at .001 level.

3. Alaxia-Protension & low integration. High self concept control are the personality traits on which Vaishya & Scheduled caste students have been found to differ significantly at .01 level.

4. Praxernia - Autia is the personality trait on which the Vaishya & Scheduled Caste students have been found to differ significantly at .05 level.

5. Vaishya students tend to posser higher scholastic mental capacity, more desurgent, stronger super ego strength Premsiac, protensionic Autiac, more shrewd, highly Radicalists, self sufficient, High self concept control, neither low & nor high ergic tension as compared to the Scheduled caste students.

6. Scheduled caste students tend to posses lower scholastic mental capacity, more surgent weaker super ego strength, Harriac, neither highly Alaxiac, nor highly protensionce neither highly praxernlaic nor highly Autiac, Artless, neither highly conservative nor highly Radicalists neither highly Group Adherent nor highly self sufficient, neither low integrated nor high self concept control as compared to the Vaishya students.

7. Vaishya & Scheduled Caste students both have not been found to differ significantly on Low High Ergic tension.

8. Vaishya & Scheduled Caste students both tend to posses neither low nor high ergic tension.

6.6 Personality traits of Vaishya & Khatriya students:

1. Vaishya & Khatriya students have been found to differ Significantly on Lower Higher Scholastic mental Capacity, Desurgency surgency, weaker stronger super ego strength Harria Premsia, Artlessness shrewdness conservatism-Radicalism, Group Adherence self Sufficiency, Low integration High self concept control and low-High Eggic tension.

2. Lower Higher scholastic mental capacity weaker stronger super ego strength, Harria Premsia, Conservatism. Radicalism Group-Adherence self sufficiency, Low integration-High self concept control are the personality traits on which Vaishya & Khatriya students have been found to differ significantly at .001 level.

3. Desurgency-Surgency, Artlessness-Shrewdness are the personality traits on which the Vaishya & Khatriya students have been found to differ significantly at .01 level.

4. Low High Ergic tension is the personality trait on which Vaishya & Khatriya students have been found to differ significantly at .05 level.

5. Vaishya students tend to posses Higher scholastic mental capacity, more desurgent, stronger super ego strength, Premsiac, protensionic Autiac, Shrewd, Radicalists, self sufficient posses High self concept control & moderatie at low-high ergic tension in comparisom to the Khatriya students.

6. Khatriya students tend to posses lower scholastic mental capacity, more surgenty weaker super ego strength, Harriae, neither highly artless & nor highly shrewd, less Radical, Grouo Adherent, low integration concept control, & High Ergic tension as compared to the Vaishya Students.

7. Alaxia- Protension & praxernia - Autia are the personality traits on which Vaishya & Khatriya students have not

been found to differ significantly.

8. Vaishya & Khatriya students both tend to be protensionic . Autiac.

6.7 Personality traits of Khatriya & Scheduled Caste students.

1. Khatriya & Scheduled caste students have been found to differ significantly on praxernia Autia & Artlessness-Shrewdness personality traits.

2. Praxernia Autia & Artlessness shrewdness are the personality traits on which the Khatriya & Scheduled caste students have been found to differ significantly at .05 level.

3. Khatriya students tend to be more Autiac & neither highly shrewd & nor Artiers as campared to the Scheduled caste students.

4. Scheduled caste students tend to be neither highly Autiac nor Praxerniae, & Artless as compared to the Khatriya students.

5. Khatriya & Scheduled Caste students have not been found to differ significantly on lower-Higher Scholastic mental capacity Desurgency-Surgency, weaker stronger super ego strength, Harria - Premsia, Alaxia-Protension, Conservatism - Radicalism, Group-Adherence self sufficiency, Low integration High self

concept control, Low High Ergic tension, personality traits.

6. Khatriya . Scheduled caste students both tend to posses lower scholastic mental capacity, Surgent, weaker super ego strength, Harriac neither highly Alaxiact nor highly protensionic, neither highly, conservative nor Radical, Group Adherent, low integrated concept control and slightly high ergic tension.

VALIDITY OF THE HYPOTHESIS :-

Following tentative hypothesis were set forth is the first chapter and were proposed to be tested:

1. There is no significant difference between Brahmins & Vaishya Castes students.

2. There is no significant difference between Brahmin & Khatriya Caste students.

3. There is no significant difference between Brahmin & Scheduled caste adolescent boys students.

4. There is no significant difference between Vaishya & Schedule Caste students.

5. There is no significant difference between Vaishya & Khatriya caste students.

6. There is no Significant difference between Khatriya & Scheduled caste students.

All the above hyposhess have been rejected in the light of emperical results of the study. Besides the following general conclusion can be drawn from the results of the study.

GENERAL CONCLUSIONS :

1. Vaishya students exhibit most distinct personality as compared to the students of remaining there Castes, namely Brahmin, Khatriya & Scheduled caste students. It is borne out of the fact that Vaishya students showed 8,9 and 10 significant mean differences with the students of Brahmin, Khatriya and Scheduled caste students, respectively.

2. Vaishya and scheduled caste students have been found most contrasting castes so far as the development of personality traits are concerned (10 D values significant).

3. Brahmins have been found closer to Khatriya students (Only two D values significant).

3. Contrary to common belief Brahmin & Vaishya students have been found fairly distinct in their personality patterns (eight D Values significant)

4. Khatriya students have been found to be close both to Brahmins & Scheduled Caste students (Two - Two D values significant)

5. Khatriya students have been found to stand at a greater distance with Vaishya students, so far as the development of personality, traits is Government (Nine D values significant).

6. Harria premsia has been found most characteristic trait, which has been found most differentially developed among the four castes. Five significant D-Values along with highly significant F-Value hand to this Conclusion.

7. Life wise, artlessness - Shrewdness tend to be this most Characterstic trait in the same respect. Five significant D-Values along with fairly significant F- Value had to this conclusion.

SUGGESTIONS FOR FURTHER STUDY :

1. The study was built arround sixteen personality traits only. It can be extended to study the values personality needs, voccational preferences [illegible]

2. The study was confined to Urban area of Meerut. It can also be replicated in rural areas.

3. Only male adolescent formed the sample of the present study. Female students can also be studied in further studies.

4. Although the sample of the present study was satisfactorily large enough, even then a more larger sample will give more precise results.

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Showing studentwise sten scores on each of the 16 personality Factors

	Personality traits	Notion
1.	Sizothymia Affectothymia	A
2.	Lower Higher Schoolastic Mental Capacity	B
3.	Lower-Higher Ego Strength	C
4.	Submissiveness-Dominance	E
5.	Desurgency-Surgency	F
6.	Weaker-Stronger Super Ego Strength	G
7.	Threctia Parmia	H
8.	Harria-Premsia	I
9.	Alaxia-Protension	L
10.	Praxernia-Autia	M
11.	Artlessness-Shrewdness	N
12.	Untroubled Adequacy-Guilt Proneness	O
13.	Conservatism-Radicalism	Q_1
14.	Group Adherence-Self Sufficiency	Q_2
15.	Low Integration-High Self Concept Control	Q_3
16.	Low-High Ergic Tension	Q_4

APPENDIX

Vaishyas Caste Student

16 Personality Factors

S.No.	A	B	C	E	F	G	H	I	L	M	N	O	Q_1	Q_2	Q_3	Q_4
1.	9	6	5	5	2	4	4	8	7	7	4	4	8	5	7	5
2.	6	9	7	5	5	9	6	9	4	7	6	4	10	8	6	5
3.	9	6	4	5	2	10	5	8	4	5	10	5	8	10	6	4
4.	5	10	8	4	4	7	4	8	4	6	9	4	10	6	10	5
5.	10	9	7	4	8	6	4	9	6	7	4	5	6	10	5	7
6.	8	10	5	2	4	4	5	10	7	10	6	3	5	8	10	10
7.	5	9	7	9	3	6	6	4	6	6	10	4	5	9	7	3
8.	8	5	6	8	4	4	4	5	6	6	9	6	10	4	7	4
9.	6	5	7	4	6	7	9	4	7	6	7	7	1	7	3	3
10.	5	7	5	5	3	9	4	10	7	6	10	6	8	8	5	7
11.	8	5	3	9	6	5	3	4	6	8	8	10	4	5	4	4
12.	6	6	7	6	4	5	4	9	4	6	5	4	10	8	10	5
13.	8	5	7	9	7	8	4	8	4	8	5	7	8	8	10	6
14.	8	6	4	2	4	8	6	6	10	5	10	3	8	8	6	6
15.	10	6	4	9	4	6	6	10	9	4	6	4	7	8	6	5
16.	9	10	8	6	7	4	5	6	5	7	6	8	6	8	8	5
17.	10	8	5	8	2	4	5	6	7	7	8	4	8	10	8	6

18.	9	9	6	4	3	3	4	7	5	7	9	8	7	8	5	5
19.	6	5	4	8	6	10	4	6	6	6	6	6	8	9	6	4
20.	7	5	8	4	4	9	4	9	6	4	6	5	7	9	10	5
21.	6	6	5	3	5	6	8	5	6	4	5	7	10	7	6	6
22.	8	6	6	8	3	3	6	7	9	6	4	5	6	8	6	5
23.	7	9	7	2	5	10	5	8	4	6	6	3	6	8	8	8
24.	9	4	4	9	9	4	4	9	7	6	6	5	7	10	5	5
25.	9	5	5	2	3	6	5	9	10	10	10	7	10	9	10	5
26.	8	8	8	4	6	8	4	8	7	7	6	4	8	9	10	6
27.	10	6	6	1	4	3	8	6	10	6	6	7	10	10	8	5
28.	8	7	7	4	8	10	6	9	10	4	9	3	10	6	10	5
29.	6	6	7	5	5	8	4	10	5	6	4	4	9	7	6	5
30.	9	7	4	8	3	5	6	5	7	10	6	4	10	9	5	6
31.	9	4	4	8	7	7	4	6	4	6	7	7	8	8	7	6
32.	9	6	6	9	2	4	6	8	7	7	3	7	5	10	5	5
33.	7	5	5	3	4	5	7	7	8	5	4	8	9	5	3	4
34.	5	3	6	6	2	5	6	8	3	7	5	6	4	8	3	6
35.	6	4	5	8	3	3	4	3	6	9	8	5	8	6	6	9
36.	7	7	6	6	8	4	5	7	5	9	4	10	10	4	5	6
37.	9	8	5	7	2	6	8	9	4	5	3	5	7	9	9	4

38.	8	6	3	6	8	5	6	8	6	6	4	5	7	10	7	5
39.	6	6	5	6	4	7	4	8	6	6	6	4	7	9	3	5
40.	8	6	4	6	5	6	4	7	5	6	4	5	9	10	3	5
41.	5	5	4	4	6	4	4	4	7	4	2	10	5	8	6	4
42.	8	5	4	7	9	7	7	7	5	3	7	10	6	4	4	6
43.	8	6	3	7	3	6	6	6	4	7	9	4	5	6	6	1
44.	6	5	6	5	6	8	5	6	9	8	6	4	10	6	5	7
45.	8	8	4	6	3	4	6	4	10	3	6	4	8	7	9	6
46.	6	9	5	7	4	4	6	8	5	6	8	4	8	7	6	5
47.	7	7	3	7	5	6	4	3	10	6	6	4	6	6	5	5
48.	4	6	6	5	8	3	5	6	6	8	7	5	5	4	3	2
49.	5	5	6	5	5	7	4	8	6	5	5	3	3	2	6	4
50.	6	5	3	5	4	2	6	1	6	3	5	2	8	3	4	3

KHATRIYAS CASTE :

51.	6	7	3	7	6	3	5	7	4	7	8	4	6	8	5	5
52.	8	4	5	9	4	4	6	4	9	8	7	7	7	5	5	6
53.	6	4	4	7	7	6	6	4	9	6	5	4	5	3	5	6
54.	8	3	5	4	4	6	7	5	2	8	9	7	4	6	3	7
55.	8	4	3	5	5	4	4	4	6	7	8	5	6	8	4	4
56.	7	5	5	7	5	4	6	5	6	5	6	8	7	5	7	8

57.	6	6	4	6	6	3	7	4	7	6	5	5	5	4	6	4
58.	8	4	5	8	4	5	6	5	8	8	9	6	4	6	5	9
59.	7	5	4	9	7	6	7	2	5	7	6	4	5	7	3	6
60.	7	7	4	6	4	3	5	6	6	7	6	7	5	5	8	6
61.	6	5	6	5	5	4	9	6	3	7	3	6	7	6	7	7
62.	8	4	4	7	8	4	4	4	5	4	4	7	5	6	7	9
63.	9	6	4	3	6	3	7	5	6	6	4	6	3	3	2	4
64.	2	4	5	7	6	6	5	5	8	7	6	3	4	4	5	6
65.	9	4	4	9	2	5	7	5	6	7	2	5	6	3	4	8
66.	3	4	7	4	6	5	4	5	5	3	6	5	3	6	4	5
67.	5	5	4	7	8	5	7	6	6	8	3	6	4	4	5	7
68.	7	3	7	5	7	5	7	10	8	6	7	7	8	3	5	6
69.	8	7	8	5	6	2	4	4	6	4	3	7	5	4	4	7
70.	8	4	7	4	4	4	5	3	6	9	8	7	5	8	4	8
71.	7	4	4	6	6	4	3	3	8	6	2	6	6	4	5	8
72.	6	4	6	5	5	4	9	6	3	7	3	6	7	6	7	7
73.	8	4	4	7	8	4	4	3	5	3	3	7	5	6	5	9
74.	7	5	4	3	6	3	7	4	6	6	3	6	3	3	2	4
75.	6	3	5	7	6	6	4	5	7	7	6	3	4	3	5	6
76.	7	4	4	9	1	5	7	5	6	7	2	5	7	2	6	5
77.	8	5	5	7	5	4	4	7	5	4	4	5	6	3	5	8

78.	5	4	7	4	6	5	7	5	5	3	6	5	3	6	3	5
79.	7	5	4	7	8	4	4	6	5	4	6	4	4	5	7	4
80.	8	2	5	5	7	5	4	4	6	6	7	7	8	4	5	6
81.	6	7	4	5	6	2	7	10	8	5	3	7	5	3	4	8
82.	6	4	6	7	6	5	7	6	4	9	4	7	5	4	4	5
83.	7	5	7	5	4	4	4	4	5	4	6	6	6	5	4	4
84.	5	4	4	4	5	4	5	3	8	4	3	3	5	3	4	6
85.	7	7	7	7	6	5	6	2	4	7	8	4	6	8	5	6
86.	8	3	5	6	6	3	6	2	6	5	6	10	5	5	4	6
87.	8	4	5	6	6	4	6	3	6	5	6	10	5	5	4	6
88.	9	5	5	7	8	3	8	4	8	6	3	5	9	3	5	3
89.	8	5	6	8	6	3	7	4	9	4	4	5	6	3	7	3
90.	8	3	4	5	7	4	5	4	4	9	8	6	7	3	4	6
91.	10	4	5	7	1	3	4	3	6	7	4	5	10	7	5	5
92.	4	3	4	5	9	4	6	3	7	4	4	7	9	8	5	5
93.	8	4	5	5	5	4	6	7	7	7	4	5	4	6	4	5
94.	8	5	5	7	7	8	4	5	7	8	4	6	7	3	5	5
95.	5	1	9	5	7	5	1	4	3	7	5	5	7	5	4	4
96.	7	4	4	5	5	4	3	5	5	6	5	7	5	4	7	5
97.	3	3	4	5	8	4	6	4	6	6	6	6	7	7	6	6

98.	4	4	5	4	6	7	4	2	5	5	4	4	6	7	3	5
99.	8	4	6	7	6	4	2	6	1	7	8	6	7	6	5	3
100.	10	4	7	7	6	4	7	5	6	6	3	5	3	4	2	4

BRAHMINS CASTE.

1.	8	6	6	4	6	4	5	7	6	5	8	5	5	5	6	5
2.	7	5	7	3	6	4	5	6	9	8	4	7	4	8	4	8
3.	5	7	7	7	5	5	4	9	6	9	6	5	6	8	5	6
4.	8	6	5	4	9	4	4	7	7	7	5	6	6	5	4	7
5.	6	5	7	8	8	3	3	4	6	7	6	6	4	3	5	5
6.	9	5	5	5	9	5	4	7	10	6	2	6	3	6	5	7
7.	8	7	4	7	5	3	5	4	6	6	5	6	5	8	6	5
8.	8	6	5	8	3	4	3	9	9	6	4	3	7	4	5	5
9.	7	5	8	3	5	5	6	4	6	10	6	7	9	5	4	7
10.	5	8	5	9	6	3	5	6	8	7	8	6	10	4	5	8
11.	5	6	7	7	7	3	6	5	6	9	6	6	6	5	6	6
12.	4	7	4	5	6	4	5	5	8	8	4	7	7	6	4	8
13.	8	6	7	8	6	2	6	4	8	7	5	7	6	8	5	6
14.	8	5	6	4	8	4	7	7	8	8	2	9	9	6	4	4
15.	7	6	5	5	8	6	5	4	8	6	3	5	7	4	5	7
16.	6	9	5	5	6	4	5	6	7	6	6	5	6	5	4	5

17.	10	9	5	4	6	3	4	4	5	7	6	5	4	5	7	6
18.	6	8	5	9	7	3	4	6	5	8	5	6	4	5	7	4
19.	7	9	3	3	6	2	5	9	3	4	4	9	3	5	4	7
20.	8	5	6	4	6	3	3	4	5	7	4	8	2	7	3	4
21.	7	10	7	5	6	3	7	6	8	10	5	6	3	4	5	9
22.	3	7	4	9	5	5	6	5	6	9	5	5	4	4	3	8
23.	9	8	7	5	6	4	3	4	4	4	4	6	9	4	3	8
24.	7	6	7	5	5	3	5	3	5	9	6	5	5	5	6	7
25.	7	7	4	7	7	7	4	7	5	5	3	6	7	3	4	7
26.	8	8	7	10	6	4	6	4	6	3	2	5	7	4	7	6
27.	8	7	4	7	5	4	8	4	6	3	3	5	10	4	4	5
28.	7	6	4	6	4	4	3	2	8	6	4	4	6	6	7	4
29.	9	10	6	7	4	2	7	4	3	4	8	6	5	6	2	8
30.	9	9	7	5	7	4	4	7	5	3	5	4	6	4	6	5
31.	7	5	5	8	5	5	6	3	7	7	6	5	6	6	8	7
32.	8	5	7	5	7	5	6	4	5	7	6	5	7	6	6	7
33.	7	7	3	5	6	5	4	7	10	6	5	4	3	7	4	6
34.	8	8	10	6	6	8	5	6	4	4	6	3	6	4	6	3
35.	8	7	4	5	6	4	5	2	9	8	4	7	6	5	6	7
36.	8	5	7	3	8	4	5	8	9	10	6	7	4	6	5	7

37.	8	6	4	5	5	4	3	6	7	9	10	8	6	4	4	6
38.	9	7	6	5	6	4	5	10	5	8	4	6	6	10	5	8
39.	8	7	6	5	6	4	5	10	5	7	6	7	7	9	5	7
40.	5	7	5	7	5	4	4	4	7	4	6	9	9	5	4	7
41.	6	5	5	5	6	5	4	5	6	5	6	7	7	4	8	6
42.	5	7	5	5	5	6	2	7	7	8	7	6	4	6	4	4
43.	8	8	5	4	7	3	6	4	9	9	6	4	5	6	4	7
44.	7	5	4	8	6	4	6	6	5	6	8	6	6	6	5	8
45.	8	6	4	6	6	3	7	6	7	6	4	5	7	6	8	4
46.	8	6	5	7	4	5	3	8	6	6	5	9	6	3	5	5
47.	8	5	4	8	5	6	6	4	8	6	8	4	6	8	4	8
48.	7	7	6	6	6	5	6	4	4	4	5	7	10	6	6	7
49.	8	5	5	4	8	6	3	5	8	6	5	6	6	5	3	5
50.	7	4	4	6	7	7	4	5	7	8	9	6	4	6	4	5

SCHEDULED CASTE

1.	8	3	5	5	7	4	3	7	5	7	5	7	4	5	7	6
2.	8	5	8	8	7	6	8	6	6	7	3	4	2	5	5	7
3.	8	3	3	5	6	2	2	6	8	4	4	6	6	5	8	7
4.	8	4	4	6	5	5	5	5	7	6	6	5	5	6	3	7

5.	10	8	7	7	3	6	6	2	4	7	3	2	4	3	8	6
6.	7	5	3	8	7	2	4	4	5	7	5	7	3	4	4	5
7.	5	5	7	5	5	4	5	5	6	4	5	4	5	2	5	6
8.	9	3	7	5	6	7	7	3	3	10	3	8	10	8	8	7
9.	5	6	8	4	6	6	6	4	3	9	3	6	8	7	7	6
10.	5	7	4	4	5	2	5	3	6	6	2	3	3	2	2	4
11.	8	4	5	4	9	5	8	4	6	5	4	6	5	5	3	5
12.	3	4	8	8	4	6	7	4	9	5	4	4	7	5	4	5
13.	8	4	6	8	7	5	7	5	3	4	7	5	3	6	4	6
14.	6	6	6	8	6	3	6	4	5	4	2	7	4	6	6	5
15.	5	5	5	7	6	2	6	4	3	2	4	3	3	3	4	4
16.	5	5	5	7	6	2	6	4	3	2	4	2	2	3	4	5
17.	9	6	7	5	4	3	4	2	3	6	3	6	4	6	9	8
18.	8	5	8	6	4	4	5	7	5	7	7	2	9	6	7	4
19.	4	3	7	7	6	6	6	4	2	6	9	3	3	10	3	7
20.	8	5	5	7	5	4	7	5	3	7	4	3	5	5	7	4
21.	7	3	4	5	4	3	6	3	8	6	5	6	10	4	3	6
22.	8	5	5	3	5	4	4	4	7	4	4	6	6	4	4	5

23.	8	5	7	4	6	3	7	4	4	8	8	6	4	5	8	4
24.	2	2	4	2	4	3	6	8	3	9	4	9	4	3	4	8
25.	7	6	5	5	3	6	4	7	3	6	2	5	2	6	5	4
26.	4	2	4	6	6	3	9	6	3	7	5	5	8	6	5	5
27.	10	5	7	5	7	3	5	6	7	5	6	5	6	3	5	6
28.	3	2	5	5	9	3	5	2	8	2	3	3	8	6	6	9
29.	6	3	4	8	7	4	3	7	6	4	6	6	8	7	5	5
30.	7	3	4	7	2	4	2	5	6	4	2	4	7	6	6	5
31.	8	5	7	7	7	3	6	5	7	4	7	6	6	2	3	6
32.	9	4	2	7	9	7	2	4	5	6	3	7	7	6	7	5
33.	5	4	3	8	5	3	2	4	3	6	4	8	5	9	8	6
34.	8	5	8	5	7	2	6	4	8	4	6	5	7	6	7	6
35.	7	3	3	7	7	5	9	5	6	6	3	6	6	6	5	6
36.	8	4	5	4	6	5	3	6	7	6	2	5	5	6	5	4
37.	5	5	4	7	10	4	9	4	6	7	6	3	5	6	5	6
38.	8	6	5	8	5	4	4	4	7	6	2	5	6	5	6	7
39.	6	3	7	6	6	3	4	2	8	4	3	5	6	5	4	5
40.	6	7	9	5	9	5	5	5	6	3	3	6	4	4	5=	8

41.	6	3	5	5	8	3	3	5	6	4	4	6	4	4	5	9
42.	5	6	7	7	7	7	4	3	7	6	6	6	4	4	3	5
43.	6	4	6	5	5	4	9	6	3	7	2	6	7	6	7	7
44.	8	3	4	7	8	4	4	3	5	3	3	7	5	6	5	9
45.	9	5	4	3	6	6	2	7	4	6	6	3	6	2	2	4
46.	9	3	3	9	2	5	7	5	6	7	2	5	3	4	8	4
47.	2	4	7	4	6	5	4	5	5	2	6	5	2	6	3	5
48.	7	5	5	7	5	4	5	4	4	5	6	2	4	8	3	2
49.	2	4	7	4	6	5	4	5	5	5	2	6	5	2	6	3
50.	8	3	4	7	8	4	4	3	5	3	3	7	5	6	7	9

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